

POLICY COMMITTEE
May 6, 2025 @ 4:30 p.m.
Via Zoom Video Conference

AGENDA

1. Call to Order and Acknowledgement..... P. Desjardins
2. Approval of Agenda..... Page 1 P. Desjardins
3. Approval of Minutes – April 8, 2025..... Page 2 P. Desjardins
4. Draft Policy 2.80 Surveys and Questionnaires..... Page 2 (PDF) A. Cooper
5. Drafts from Section 3.0 – Students, Instruction and School Operations Organization to be discussed at this meeting:
 - 5.1 3.11 Physical Restraint and Seclusion (review updated draft).....Page 9 (PDF) A. Cooper
 - 5.2 3.30 Fee Paying Students.....Page 23 (PDF) A. Cooper
 - 5.3 3.40 School Catchment Areas and School Choice.....Page 27 (PDF) A. Cooper
 - 5.4 3.50 Curricular, Co-curricular and Extra-curricular Activities.....Page 39 (PDF) A. Cooper
6. Questions/Comments

Next Meeting: September 9, 2025
4:30 – 6:00 pm
Via Zoom Video Conference

ADJOURNMENT

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

**DRAFT MINUTES OF THE POLICY COMMITTEE MEETING
April 8, 2025**

PRESENT:

Board Representatives:

Pattie Desjardins	Trustee	Chair
Wendy Colman-Lawley	Trustee	Committee Member
Wendy Clark	Trustee	Alternate Committee Member
Andrea Hensen	Trustee	Non-Voting Observer
Linda Kerr	Trustee	Non-Voting Observer

Special Guest:

Anne Cooper	Consultant
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Committee Representatives:

Wade Peary	Principal	FCPVPA
Greg Lawley	Principal	FCPVPA
Megan Kempenaar	Teacher	FCTA

District Staff:

Balan Moorthy	Superintendent
Gerry Slykhuis	Secretary-Treasurer
Renge Bailie	Assistant Superintendent
Crystal Medlock	Executive Secretary
Deb McKinney	Executive Secretary

Regrets:

April Hendrickson	IEC
Lynne Marvell	Union President
Shannon Dobson	FCTA
	CMAW

1. Call to Order and Acknowledgment

The meeting was called to order at 4:31 pm via Zoom conference call. Trustee Pattie Desjardins acknowledged that the meeting was being held on the shared territory of the Cheam, Sts'ailes, Sq'ewlets, Sq'ewqel, Shxw'owhámél, Seabird Island, Nlaka'pamux and Chawathil people.

2. Approval of Agenda – April 8, 2025

COLMAN-LAWLEY/ DESJARDINS

THAT the agenda for the Policy Committee meeting of April 8, 2025, be approved as presented.

Carried

3. Approval of Previous Minutes – March 4, 2025

COLMAN-LAWLEY/ DESJARDINS

THAT the minutes of the Policy Committee meeting held on March 4, 2025, be approved as presented.

Carried

4. Review of Section 3.00 Students, Instruction and School Operation

Anne reviewed the organization for section 3.00 Students, Instruction and School Operations, including the policies to be considered at this meeting.

5. Current Policies recommended for repeal, to be replaced with an Administrative Procedure:

After discussion, it was decided that the following 10 policies be recommended for repeal, to be replaced with 8 Administrative Procedures.

The below policies are largely informed by the Ministry of Education and Child Care Policies, Ministerial orders, School Protection Branch and various other government or agency resources. It was noted that Children-In-Care must be addressed within the Administrative Procedure regarding media consent.

After discussion, the committee agreed to move the below policies 'intact' for the time being into Administrative Procedures until they can be renovated using the related written guidance that already exists.

DESJARDINS/LAWLEY

THAT the Policy Committee recommends to the Board of Education that the following list of policies be repealed, to be replaced with Administrative Procedures:

5025 Use of Private Vehicles

5075 Media Consent

5110 Challenging Controversial Material and **7525** Learning Resources for Classroom Use (combined into one Administrative Procedure)

5400 Board/Authority Authorized Courses

7010 Student Records – Confidentiality and **7012** Student Records Procedures (combined into one Administrative Procedure)

7022 School Completion (Evergreen) Certificates

7200 Suspensions – Students

7210 Releasing Students to Custodial Care

Content from Policy 5025 – Use of Private Vehicles will be incorporated into the future renovated Policy - 3.50 Curricular, Co-curricular and Extra-curricular Activities.

In addition, content from Policy 7200 – Student Suspension will be addressed within Student Expectations.

Carried

6. Policies that are recommended by the Board of Education to be repealed outright:

It was discussed and agreed upon by the committee that the following policies are informed by the Ministry of Education and Child Care policy and Ministerial orders that already exist and are updated regularly. They offer little guidance as they are, and are therefore

being recommended for repeal outright by the board.

COLMAN-LAWLEY/ DESJARDINS

THAT the Policy Committee recommends to the Board of Education that the following policies be repealed, and subsequently be removed from the website once approved for repeal:

5060 Data Collection, Analysis and Usage

5510 Tuition-free Adult Basic Education

7018 Classroom Assessment and Reporting and **7540** Assessment and Evaluation of Student Learning

7015 Consultation re Placement of Special Needs Students

7510 Distance Education

7520 Band Instruments

7530 Challenge, Equivalency, External Credentials, Post-Secondary Credit, & Independent Directed Studies

Carried

It was discussed that Administrative procedures and key Ministry resources be housed in a convenient location on the website, with the goal of ensuring they are fully accessible to the public.

7. Drafts to be discussed at this meeting: –

Due to time constraints, these items will be moved to the May 6th Policy Committee Meeting.

8. There were no additional questions or comments.

Next Meeting: Tuesday, May 6, 2025 from 4:30-6:00 pm
Via Zoom conference call

ADJOURNMENT

DESJARDINS/

THAT the meeting be adjourned at 6:01 pm

BYLAW AND POLICY REVISION PROJECT

POLICY COMMITTEE – MAY 6, 2025

1. Draft Policy from Section 2.00

- 1.1. Draft Policy 2.80 Surveys and Questionnaires – Review new policy, to update old policy [5120 Surveys](#). The previously drafted Administrative Procedure will also provide written guidance for the district.

2. Overview of Section 3.00 – Students, Instruction and School Operations Organization

The tentative policies to be retaining is outlined below, with policies to be considered at this meeting highlighted in blue. Policies that have been considered by the policy committee, and referred to the Board, will be highlighted in green.

Suggested Policy Number and Name	Previous Policy
3.10 Student Expectations	7007 Student Code of Conduct
Include [Responsible Use of Social Media]	7200 Suspensions - Students
3.11 Physical Restraint and Seclusion	5070 Social Media
	7030 Physical Restraint of Students
3.20 Inclusion of Students with Disabilities and Diverse Abilities	7020 Inclusion of Special Needs Students
3.30 Fee Paying Students	7027 International Students
3.40 School Catchment Areas and School Choice	7000 School Catchment Areas and School Choice
3.50 Curricular, Co-curricular and Extra-curricular Activities	5020 Field Trips (Curricular / Co-Curricular / Extra – Curricular Activities)
	7310 Student Participation in Extra-Curricular Physical Activities
	5025 Use of Private Vehicles
	7325 Supervision of Students
3.60 Student Fees and Financial Hardship	7025 Student Fees and Deposits - School Level

3. Drafts to be discussed at this meeting

- 3.1. 3.11 Physical Restraint and Seclusion – Review updated draft
- 3.2. 3.30 Fee Paying Students
- 3.3. 3.40 School Catchment Areas and School Choice
- 3.4. 3.50 Curricular, Co-curricular and Extra-curricular Activities



POLICY 2.80 SURVEYS AND QUESTIONNAIRES

The Board of Education is responsible to approve surveys and questionnaires of parents. The Board authorizes the Superintendent to approve surveys and questionnaires to be administered to staff and/or students, unless the subject of the survey or questionnaire concerns sensitive or controversial matters, then the Board must be asked for direction.

All surveys or questionnaires must be relevant to the mandate of public schools.

An ethics review and approval must have been undertaken for any clinical or behavioural study to ensure that the research meets federal ethical requirements and protects the welfare of study participants.

Participation in surveys or completion of questionnaires shall be voluntary and in the case informed parent/guardian consent is required.



POLICY 2.80 ~~5120~~ SURVEYS AND QUESTIONNAIRES

The Board of Education is responsible to approve surveys and questionnaires of parents. The Board authorizes the Superintendent ~~or designate~~ to approve ~~research~~ surveys and questionnaires to be administered to staff and/or students, unless the subject of the survey or questionnaire concerns sensitive or controversial matters, then the Board must be ~~advised and~~ asked for direction. ~~in accordance with regulations.~~

Regulations

All ~~The questionnaire or~~ surveys or questionnaires must be relevant to the mandate of the public schools.

An ethics review and approval must have been undertaken for any clinical or behavioural study to ensure that the research meets federal ethical requirements and protects the welfare of study participants.

~~The final version requires approval of the Superintendent.~~

Participation in surveys or completion of questionnaires shall be voluntary and in the case ~~of students,~~ informed parent/guardian consent is required ~~(reversed informed consent).~~ ~~Due care shall be taken with respect to privacy, use of data gathered, and infringement on instructional time.~~

AP Administration 3 Survey and Questionnaire Approvals

Legislative References: None

Policy Reference: Policy 2.80 Surveys and Questionnaires

Collective Agreement References: None

Date: xxx

Purpose

The purpose of this Administrative Procedure is to set out the process to approve external requests for administration of surveys and questionnaires of staff or students.

Scope and Responsibility

This procedure does not pertain to data collection prescribed by the Ministry of Education and Child Care, or the use of provincial indicator programs, including, but not limited to:

- UBC Early Development Instrument
- UBC Middle Years Development Instrument
- UBC Youth Development Instrument
- BC Adolescent Health Survey

This procedure does not apply to district developed surveys such as those designed to support strategic planning, student learning, staff wellness, etc.

In general, due to staff workloads and instructional time considerations, extensive surveys or questionnaires will not be approved.

The Superintendent is authorized by the Board to approve surveys and questionnaires to be administered to staff or students.

Responsibilities of Staff

All staff have a responsibility to administer approved surveys and questionnaires of students. When authorized, staff participation is voluntary.

Approval Considerations

1. A final version of the survey or questionnaire must be provided for consideration. Preliminary documents will not be reviewed.



- 1.1. An ethics review and approval must have been undertaken for any clinical or behavioural study to ensure that the research meets federal ethical requirements and protects the welfare of study participants.
2. Initial screening, and any approval, of an application will consider:
 - 2.1. Sensitivity: nature of the topic or questions as they relate to value-laden or sensitive issues.
 - 2.2. Intrusiveness: extent of disruption to students and/or teachers and classes or support staff; request for special arrangements within the school or district offices; need for involvement of district or school staff.
 - 2.3. Personal Information: infringement of personal or family privacy; naming of individuals, schools, staff, students, and/or parents in the report.
 - 2.4. Methodology: requirements of the research design for identification and selection of participants; quality of the research design, procedures and data analysis.
 - 2.5. Timelines: time of year and duration of the study.
 - 2.6. Scope: proposed contact group, number of participants and schools or district offices involved.
 - 2.7. Relevance: meaningfulness and contribution to the improvement of education and/or knowledge of student learning.
 - 2.8. Confidentiality: procedures for guaranteeing anonymity and confidentiality, including storage and eventual disposal of data.
 - 2.9. Timeliness: number of studies in progress at a given time.
 - 2.10. Honorarium: assurance that no reward or honorarium is offered to research participants.
3. If the subject of the questionnaire or survey concerns sensitive, controversial matters, or there are any concerns with the criteria listed above, the Board must be advised and asked for direction as to potential approval.
4. Informed parent/guardian consent is required for all student surveying
5. Any survey or questionnaire must describe in detail how with privacy will be maintained and the use of data gathered.
6. Researchers should be prepared to discuss or present their findings to school or district staff and parents/guardians in a manner that contributes to the knowledge and/or practice within the district.



AP Administration 3 Survey and Questionnaire Approvals

Legislative References: None

Policy Reference: ~~none~~ Policy 2.80 Surveys and Questionnaires

Collective Agreement References: None

Date: xxx

Purpose

The purpose of this Administrative Procedure is to set out the process to approve external requests for administration of surveys and questionnaires of staff ~~and~~ or students.

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This procedure does not pertain to data collection prescribed by the Ministry of Education and Child Care, or the use of provincial indicator programs, including, but not limited to:

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In general, due to staff workloads and instructional time considerations, extensive surveys or questionnaires will not be approved.

~~The Board of Education authorizes the~~ The Superintendent is authorized by the Board to ~~or designate~~ to approve ~~research~~ surveys and questionnaires to be administered to staff ~~or~~ and students ~~in accordance with regulations~~.

Responsibilities of Staff

All staff have a responsibility to administer approved surveys and questionnaires of students. When authorized, staff participation is voluntary.

Approval Considerations



1. ~~The~~ A final version of the survey or questionnaire ~~requires~~ must be provided for ~~approval~~ consideration. Preliminary documents will not be reviewed.
 - 1.1. An ethics review and approval must have been undertaken for any clinical or behavioural study to ensure that the research meets federal ethical requirements and protects the welfare of study participants.
 2. Initial screening, and any approval, of an application will consider:
 - 2.1. Sensitivity: nature of the topic or questions as they relate to value-laden or sensitive issues.
 - 2.2. Intrusiveness: extent of disruption to students and/or teachers and classes or support staff; request for special arrangements within the school or district offices; need for involvement of district or school staff.
 - 2.3. Personal Information: infringement of personal or family privacy; naming of individuals, schools, staff, students, and/or parents in the report.
 - 2.4. Methodology: requirements of the research design for identification and selection of participants; quality of the research design, procedures and data analysis.
 - 2.5. Timelines: time of year and duration of the study.
 - 2.6. Scope: proposed contact group, number of participants and schools or district offices involved.
 - 2.7. Relevance: meaningfulness and contribution to the improvement of education and/or knowledge of student learning.
 - 2.8. Confidentiality: procedures for guaranteeing anonymity and confidentiality, including storage and eventual disposal of data.
 - 2.9. Timeliness: number of studies in progress at a given time.
 - ~~1.1.~~ Honorarium: assurance that no reward or honorarium is offered to research participants. ~~The questionnaire or survey must be relevant to the mandate of the public schools.~~
 - 2.10.
 3. If the subject of the questionnaire or survey concerns sensitive, ~~or~~ controversial matters, ~~or there are any concerns with the criteria listed above~~, the Board must be advised and asked for direction ~~as to potential approval~~.
- ~~2.—The final version requires approval of the Superintendent.~~
4. ~~Participation in surveys or completion of questionnaires shall be voluntary and in the case of students, informed~~ Informed parent/guardian consent is required for all student surveying ~~(reversed informed consent).~~
 - 3.



5. Any survey or questionnaire must describe in detail how ~~Due care shall be taken with respect to privacy will be maintained and the; use of data gathered.; and infringement on instructional time.~~
- 4.6. Researchers should be prepared to discuss or present their findings to school or district staff and parents/guardians in a manner that contributes to the knowledge and/or practice within the district.

POLICY 3.11 PHYSICAL RESTRAINT AND/OR SECLUSION

The Board of Education believes that learning and working environments are to be as safe as possible for all children and adults. The Board also seeks to protect the dignity and psychological safety of students who are experiencing challenges related to their behaviour.

Safety is compromised when a student's behaviour is dangerous to self or others. Prevention is the best method for maintaining a safe environment. However, in emergency circumstances, a supervisory adult may find it necessary to apply physical restraint and/or seclusion. The District is committed to ensuring that the guidelines for physical restraint and/or seclusion in school settings, as set out by the Ministry of Education and Child Care, are followed.

Principles

- Every effort will be made to structure learning environments and provide learning supports that make physical restraint and/or seclusion unnecessary and school personnel will implement evidenced based effective supports and interventions to prevent and de-escalate potentially unsafe situations.
- Physical restraint and/or seclusion may only occur when the behavior of a student poses imminent danger of serious physical harm to self or others, including school personnel, and where verbal and non-verbal de-escalation techniques have not been successful.
- School staff members will be offered opportunities to be trained in implementing positive behaviour interventions, other types of supports, de-escalation and re-establishing therapeutic rapport.
- Parents and, where appropriate, students are provided opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, or safety plans. Review or revision of such plans will occur if there is repeated use of physical restraint and/or seclusion for an individual student.

It is expected that school personnel are always looking for tools and methods to avoid physical restraint and/or seclusion including the implementation of pro-active, positive, non-punitive supports and interventions that make the use of seclusion and physical restraint unnecessary. Further, it is expected that efforts will be made to determine the underlying causes of distressed behaviour.

GUIDELINES

1. Definitions

1.1. Seclusion – the involuntary confinement of a person, alone in a room, enclosure or space which the person is physically prevented from leaving. The term seclusion does not apply to the following situations:

1.1.1. When a student has personally requested to be in a different/secluded location/space;

1.1.2. When a student is outside of the regular classroom and possibly alone (but supervised) for a calm or quiet break if these breaks represent behaviour strategies which are proactive and are part of the student's daily routine.

1.2. Physical Restraint – a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others. The term physical restraint does not apply to the following situations:

1.2.1. The provision of gentle physical guidance or prompting of a student when teaching a skill, redirecting attention or providing comfort.

1.2.2. A temporary, gentle touch on a student's arm, shoulder or back for the purpose of guiding a student to a safe location. A gentle touch to some students can be a physical trigger. Be mindful of a student's safety plan.

2. Physical restraint and/or seclusion may never be used as a punishment, discipline, or to force compliance in an educational learning setting.

3. Physical restraint and/or seclusion is never conducted in a manner that could, in any way, cause harm to a student, i.e., never restricts the breathing of a student; never places a student in a prone position (i.e., facing down on their stomach) or supine position (i.e., on their back, face up) or never employs the use of mechanical devices.

4. Any use of physical restraint and/or seclusion should preserve a student's dignity and rights as much as possible.

5. All school staff members involved in implementing physical restraint and/or seclusion protocols must be trained in Non-Violent Crisis Intervention with the additional training for holds to ensure that positive behaviour interventions, supports, and de-escalation techniques are used.

6. Physical restraint and/or seclusion is to be discontinued once imminent danger or serious self-harm or harm to others has dissipated.

7. If a student is injured through physical restraint or while in seclusion, a Student Report of Injury must be filed immediately.

8. If a staff member is injured during physical restraint or while a student is in seclusion, a "Worker's Report of Injury or Occupational Disease to the District" (NWSD Form 6A) must be completed and given to the Principal/VP in accordance with WorkSafeBC regulations.
9. A review/revision of prevention/intervention strategies must occur in cases where there is:
 - 9.1. Repeated use of physical restraint and/or seclusion for an individual student
 - 9.2. Multiple use of physical restraint and/or seclusion occurring within the same classroom
 - 9.3. Repeated use of physical restraint and/or seclusion by an individual staff member
10. Communication with District and School Staff:
 - 10.1. Follow-up after each incident involving the use of physical restraint and/or seclusion:
 - 10.1.1. School staff will notify the Principal as soon as possible after an incident - always prior to the end of the day on which the incident has occurred.
 - 10.1.2. The Principal will notify District staff as soon as possible after an incident – always prior to the end of the day on which the incident has occurred.
11. Documentation is required by school staff of any use of physical restraint and/or seclusion.
12. Communication with Parents:
 - 12.1. The Principal will notify parents/guardians as soon as possible, and always on the same day in which an incident has occurred.
 - 12.2. A debriefing will occur with involved school personnel; parents or guardians of the student; and where possible, with the student and will examine what happened/what caused the incident, and what could be changed, i.e., prevention and response.
13. Safety Plans
 - 13.1. Where the use of physical restraint and/or seclusion may be a potential part of a Student's Safety Plan the procedure will be clearly laid and shared with staff and parents/guardian.
14. Seclusion
 - 14.1. With regard to seclusion, any space used for seclusion will not jeopardize the secluded student's health and safety.
 - 14.2. Any student placed in seclusion must be continuously and visually observed by an adult who is physically present throughout the period of seclusion, and, if possible, is able to communicate in the student's primary language or mode of communication.
 - 14.3. Any time, except when a student's IEP details a different procedure, seclusion is necessary a "Student Safety Incidence or Level 1 Threat Assessment Report" must be filed with the District. Parents/Guardians must also be informed about the incident immediately.

- 14.4. A student must never be locked in a room unless a Safety Plan for Locked Seclusion has been created in collaboration with District Inclusive Education staff, School Administration, school staff, parents and possibly outside agencies.
- 14.5. Any room that is to be used for seclusion must have an observation window and the secluded student must be under continuous visual observation. The student's behaviour is recorded at regular intervals by the observing adult throughout the period of seclusion.
- 14.6. If a student's Safety Plan details a procedure for the use of seclusion it will also contain an agreed to notification system for parents and a plan to build skills to eliminate the need for seclusion.
- 14.7.
15. Physical restraint
 - 15.1. The use of a harness or similar approved equipment will only be employed, upon approval at the district level, upon the recommendation of an Occupational Therapist, and with parental informed consent. The student's IEP must include a plan to build skills to eliminate the need for the device.
 - 15.2. Parents/guardians must also be informed immediately.
 - 15.3. Physical Restraint is always conducted in a safe and calm manner by a person who is trained in the proper methods of physical restraint. This training will ensure that:
 - 15.3.1. Students' breathing is not restricted
 - 15.3.2. Student is not in a prone position (facing down on their stomach)
 - 15.3.3. Student is not in a supine position (on their back, face up)
 - 15.3.4. Mechanical restraint devices are never used
 - 15.4. If a student's Safety Plan details a procedure for the use of physical restraint, it will also contain an agreed to notification system for parents and a plan to build skills to eliminate the need for the use of physical restraint.
16. Debriefing and Restorative Practice:
 - 16.1. Debriefing provides an opportunity to work toward change and growth for individuals who have acted out, as well as for staff members. A debriefing process that offers restorative practices after a crisis has a much higher likelihood of reducing a recurrence of the behaviour.
 - 16.2. Debriefing will occur with the student to support and assist the student and adults in developing a plan to manage behaviour in such a way that future physical restraint will not be required; and among supervising adults in order to ensure that best practices are being followed.
 - 16.3. Debriefing with students with diverse abilities and disabilities will be conducted by persons who are the most skilled in communicating with the student.
 - 16.4. Restorative practices return control to the student who has acted out, helping the student repair harm that was done, along with adult support and encouragement. This gives the student a sense that they are not alone, that their dignity is protected, re-

Policy 311 – Physical Restraint and/or Seclusion

establishes communication, helps to build coping strategies and restores the student back into their school community in a healthier way.

FORM Moves to Admin Procedure or Form repository, not included within the policy

PHYSICAL RESTRAINT AND/OR SECLUSION REPORT FORM					
Student			Date:		
Name:			Grade:		
Employees Involved:			Witnesses:		
INCIDENT DETAILS					
Type	<input type="checkbox"/> Accident	<input type="checkbox"/> Assault	<input type="checkbox"/> Physical Intervention	<input type="checkbox"/> Other:	
Time		Location:			
What happened:					
Injury <input type="checkbox"/> Yes <input type="checkbox"/> No (If yes, complete School Protection Plan Incident Report or WorkSafeBC Form)					
Description of Injury:					
FOLLOW UP					
How were parents contacted?					
Date:		Time:			
Has this happened before? <input type="checkbox"/> Yes <input type="checkbox"/> No					
If so, when:					
Plan of Action:					
Notify Dan Thiessen and send a copy of this form to dan.thiessen@sd78.bc.ca					(completed date)



Policy 311 – Physical Restraint and/or Seclusion

SIGNATURES	
Person Reporting:	
Principal:	



POLICY ~~7030~~ 3.11 PHYSICAL RESTRAINT ~~OF STUDENTS~~ AND/OR SECLUSION

The Board of Education believes that ~~To ensure Fraser-Cascade schools are~~ learning and working environments ~~that are to be~~ as safe as possible for all children and adults. The Board also seeks to protect the dignity and psychological safety of students who are experiencing challenges related to their behaviour.

Safety is compromised when a student's behaviour is dangerous to self or others. Prevention is the best method for maintaining a safe environment. However, in emergency circumstances, a supervisory adult may find it necessary to apply physical restraint and/or seclusion. The District is committed to ensuring that the guidelines for physical restraint and/or seclusion in school settings, as set out by the Ministry of Education and Child Care, are followed.

Principles

- Every effort will be made to structure learning environments and provide learning supports that make physical restraint and/or seclusion unnecessary and school personnel will implement evidenced based effective supports and interventions to prevent and de-escalate potentially unsafe situations.
- Physical restraint and/or seclusion may only occur when the behavior of a student poses imminent danger of serious physical harm to self or others, including school personnel, and where verbal and non-verbal de-escalation techniques have not been successful.
- School staff members will be offered opportunities to be trained in implementing positive behaviour interventions, other types of supports, de-escalation and re-establishing therapeutic rapport.
- Parents and, where appropriate, students are provided opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, or safety plans. Review or revision of such plans will occur if there is repeated use of physical restraint and/or seclusion for an individual student.

~~Physical restraint and seclusion may only occur when behaviour of a student poses imminent danger of serious physical harm to self or others including school personnel, and where less restrictive measures have been ineffective of ending the threat of serious physical harm. Each incident will be accurately documented using the prescribed district form which includes information about the required parent notification.~~

It is expected that school personnel are always looking for tools and methods to avoid physical restraint and/or seclusion ~~and restraint~~ including the implementation of pro-active, positive, non-punitive supports and interventions that make the use of seclusion and physical restraint unnecessary. Further, it is expected that efforts will be made to determine the underlying causes of distressed behaviour.



~~Physical Restraint and Seclusion may only occur when behaviour of a student poses imminent danger of serious physical harm to self or others including school personnel, and where less restrictive measures have been ineffective of ending the threat of serious physical harm. Each incident will be accurately documented using the prescribed district form which includes information about the required parent notification.~~

GUIDELINES

~~—Regulations~~

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1.2.1. The provision of gentle physical guidance or prompting of a student when teaching a skill, redirecting attention or providing comfort.

1.2.2. A temporary, gentle touch on a student's arm, shoulder or back for the purpose of guiding a student to a safe location. A gentle touch to some students can be a physical trigger. Be mindful of a student's safety plan.

~~General Guidelines~~

2. Physical restraint and/or seclusion may never be used as a punishment, discipline, or to force compliance in an educational learning setting.
3. Physical restraint and/or seclusion is never conducted in a manner that could, in any way, cause harm to a student, i.e., never restricts the breathing of a student; never places a student in a prone position (i.e., facing down on their stomach) or supine position (i.e., on their back, face up) or never employs the use of mechanical devices.
4. Any use of physical restraint and/or seclusion should preserve a student's dignity and rights as much as possible.

Policy 311 – Physical Restraint and/or Seclusion

5. All school staff members involved in implementing physical restraint and/or seclusion protocols must be trained in Non-Violent Crisis Intervention with the additional training for holds to ensure that positive behaviour interventions, supports, and de-escalation techniques are used.
6. Physical restraint and/or seclusion is to be discontinued once imminent danger or serious self-harm or harm to others has dissipated.
7. If a student is injured through physical restraint or while in seclusion, a Student Report of Injury must be filed immediately.
8. If a staff member is injured during physical restraint or while a student is in seclusion, a "Worker's Report of Injury or Occupational Disease to the District" (NWSD Form 6A) must be completed and given to the Principal/VP in accordance with WorkSafeBC regulations.
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 - 10.1. Follow-up after each incident involving the use of physical restraint and/or seclusion:
 - 10.1.1. School staff will notify the Principal as soon as possible after an incident - always prior to the end of the day on which the incident has occurred.
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 - 12.1. The Principal will notify parents/guardians as soon as possible, and always on the same day in which an incident has occurred.
 - 12.2. A debriefing will occur with involved school personnel; parents or guardians of the student; and where possible, with the student and will examine what happened/what caused the incident, and what could be changed, i.e., prevention and response.

13. Safety Plans

- 13.1. Where the use of physical restraint and/or seclusion may be a potential part of a Student's Safety Plan the procedure will be clearly laid and shared with staff and parents/guardian.

14. Seclusion

- 14.1. With regard to seclusion, any space used for seclusion will not jeopardize the secluded student's health and safety.
- 14.2. Any student placed in seclusion must be continuously and visually observed by an adult who is physically present throughout the period of seclusion, and, if possible, is able to communicate in the student's primary language or mode of communication.
- 14.3. Any time, except when a student's IEP details a different procedure, seclusion is necessary a "Student Safety Incidence or Level 1 Threat Assessment Report" must be filed with the District. Parents/Guardians must also be informed about the incident immediately.
- 14.4. A student must never be locked in a room unless a Safety Plan for Locked Seclusion has been created in collaboration with District Inclusive Education staff, School Administration, school staff, parents and possibly outside agencies.
- 14.5. Any room that is to be used for seclusion must have an observation window and the secluded student must be under continuous visual observation. The student's behaviour is recorded at regular intervals by the observing adult throughout the period of seclusion.
- 14.6. If a student's Safety Plan details a procedure for the use of seclusion it will also contain an agreed to notification system for parents and a plan to build skills to eliminate the need for seclusion.

~~–The Regulations below, move to an Administrative Procedure regarding Safety Plans~~

~~–In cases where an individual student could potentially cause harm to self or others the following plans should be collaboratively developed with the principal, teachers, support staff, parents/guardians and, when appropriate, the student:~~

~~–A Safety Plan detailing the student's triggers, patterns of escalation and appropriate adult responses is collaboratively developed and implemented by all staff working directly with the student~~

~~–Based on the data from a Functional Behaviour Assessment (FBA) a formal positive Behaviour Support Plan or Behaviour Intervention Plan describing positive behaviour intervention supports and conflict de-escalation procedures is collaboratively developed.~~

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- ~~–The Safety Plan will be communicated with Teachers Teaching on Call and Special Education Assistant replacements as well as any other staff likely to be in contact with the student.~~
- ~~–A review/revision of prevention/intervention strategies/plans within a school or classroom must occur in cases where there is:~~
 - ~~–Repeated use of physical restraint or seclusion for an individual student~~
 - ~~–Multiple use of physical restraint or seclusion occurring within the same classroom~~
 - ~~–Repeated use of physical restraint or seclusion by an individual staff member~~
 - ~~–It is the principal's responsibility to ensure that staff such as bus drivers, clerical, custodians, support staff, and all casual staff read the plans and understand the importance of adhering to these plans for their own and others' safety.~~
- ~~2. It is the principal's responsibility to ensure that staff such as bus drivers, clerical, custodians, support staff, and all casual staff read the plans and understand the importance of adhering to these plans for their own and other's safety.~~
- ~~–~~
- ~~3. Guidelines for Physical Restraint~~
- ~~–~~
- 14.7. The Fraser-Cascade District maintains that a "hands off policy" is the best practice in dealing with students who are acting out. Physical restraint and seclusion must not be common practice and are used only in exceptional circumstances where a student is in imminent danger of causing serious harm to self or others.
- 4. ~~Physical restraint~~ Physical Restraint will only be employed until the imminent danger of serious harm to self or others has dissipated.
- 15.
 - 5.15.1. ~~T~~The use of a harness or similar approved equipment will only be employed, upon approval at the district level in keeping with a student's IEP, to prevent running away from the supervised environment, upon the recommendation of an Occupational Therapist, and with parental informed consent. ~~. The use of a harness must be approved by Senior District Staff and the~~ The student's IEP must include a plan to build skills to eliminate the need for the device.
 - 5.1.15.2. Any time, except when a student's IEP details a different procedure, physical restraint is necessary, a "Physical Restraint of Student's Incident Report" must immediately be filed with the Coordinator of Student Support Services. The Safer Schools Coordinator, Parents/Guardians/guardians must also be informed about the incident immediately.
 - 5.2.15.3. Physical Restraint is always conducted in a safe and calm manner by a person who is trained in the proper methods of physical restraint. This training will ensure that:
 - 5.2.1.15.3.1. Students' breathing is not restricted
 - 5.2.2.15.3.2. Student is not in a prone position (facing down on their stomach)
 - 5.2.3.15.3.3. Student is not in a ~~Supine~~ supine position (on their back, face up)

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~~5.2.4.15.3.4.~~ Mechanical restraint devices are never used

~~5.3.~~ Training sessions in positive behaviour support planning, non-violent crisis intervention, conflict de-escalation techniques, and safety planning will continue to be offered to school personnel on a regular basis.

~~5.4.~~ The need for staff to be trained in the use of physical restraint for a student will be determined by the Director of Student Support Services in consultation with district staff, school administration, and school staff.

~~5.5.15.4.~~ If a student's ~~IEP~~ Safety Plan details a procedure for the use of physical restraint, it will also contain an agreed to notification system for parents and a plan to build skills to eliminate the need for the use of physical restraint.

~~5.5.1.~~

~~6.Guidelines for Seclusion~~

~~6.1.1.~~ The space used for seclusion must not jeopardize the students' health and safety – emotionally or physically. Seclusion should only be employed in exceptional circumstances where a student is in imminent danger of causing serious harm to self or others.

~~6.1.2.~~ Seclusion will only be employed until the imminent danger of serious harm to self or others has dissipated.

~~6.1.3.~~ Any time, except when a student's IEP details a different procedure, seclusion is necessary a "Student Safety Incidence or Level 1 Threat Assessment Report" must be filed with the Director of Student Support Services. Parents/Guardians must also be informed about the incident immediately.

~~6.1.4.~~ A student must never be locked into a room unless a Safety Plan for Locked Seclusion has been created in collaboration with District LSS Personnel, School Administration, school staff, parents and possibly outside agencies.

~~6.1.5.~~ Any room that is to be used for seclusion must have an observation window and the secluded student must be under continuous visual observation. The student's behaviour is recorded at regular intervals by the observing adult throughout the period of seclusion.

~~6.1.6.~~ If a student's IEP details a procedure for the use of seclusion it will also contain an agreed to notification system for parents and a plan to build skills to eliminate the need for seclusion.

16. Debriefing and Restorative Practice:

16.1. Debriefing provides an opportunity to work toward change and growth for individuals who have acted out, as well as for staff members. A debriefing process that offers restorative practices after a crisis has a much higher likelihood of reducing a recurrence of the behaviour.

16.2. Debriefing will occur with the student to support and assist the student and adults in developing a plan to manage behaviour in such a way that future physical

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restraint will not be required; and among supervising adults in order to ensure that best practices are being followed.

~~6.2.~~ Debriefing with students with diverse abilities and disabilities will be conducted by persons who are the most skilled in communicating with the student.

16.3.

16.4. Restorative practices return control to the student who has acted out, helping the student repair harm that was done, along with adult support and encouragement. This gives the student a sense that they are not alone, that their dignity is protected, re-establishes communication, helps to build coping strategies and restores the student back into their school community in a healthier way.

FORM Moves to Admin Procedure or Form repository, not included within the policy

PHYSICAL RESTRAINT AND/OR SECLUSION INCIDENT REPORT FORM					
Student			Date:		
Name:			Grade:		
Employees Involved:			Witnesses:		
INCIDENT DETAILS					
Type	<input type="checkbox"/> Accident	<input type="checkbox"/> Assault	<input type="checkbox"/> Physical Intervention	<input type="checkbox"/> Other:	
Time		Location:			
What happened:					
Injury <input type="checkbox"/> Yes <input type="checkbox"/> No (If yes, complete School Protection Plan Incident Report or WorkSafeBC Form)					
Description of Injury:					
FOLLOW UP					
How were parents contacted?					



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Date:		Time:	
Has this happened before? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If so, when:			
Plan of Action:			
Notify Donna Barner Dan Thiessen and send a copy of this form to dan.thiessen@sd78.bc.ca (completed date) :			(completed date)
SIGNATURES			
Person Reporting:			
Principal:			

POLICY 3.30 FEE PAYING STUDENTS

The primary mandate of the District is the provision of educational programs and services for students who qualify as funded students as determined by the Ministry. The Board of Education recognizes that on occasion, out of province and out of country families that are not ordinarily resident in British Columbia may wish to have their children attend a school in the district

"Ordinarily resident" status is defined when, on the basis of objective evidence, the student and their guardian has established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences. For greater clarity, it is not enough to qualify for free public education that the applicant has taken up residence for the 'settled purpose' that the children of the family receive public education. Ordinarily resident status will be granted in accordance with the *School Act* and Ministry of Education and Child Care policy.

The term "guardian" is defined in the *School Act* to mean a guardian within the meaning of the *Family Law Act*.

Students who are not ordinarily resident in British Columbia receive no funding from the province, and if admitted to the District, will be required to pay fees.

The yearly tuition fee will be established by the Secretary-Treasurer commensurate with provincial funding and regional trends. Payment of such funds must be made in advance to the District



POLICY 7027—3.30 INTERNATIONAL STUDENTS FEE PAYING STUDENTS

The primary mandate of the District is the provision of educational programs and services for students who qualify as funded students as determined by the Ministry. The Board of Education ~~for School District No. 78 (Fraser-Cascade)~~ recognizes that on occasion, out of province and out of country families that are not ordinarily resident in British Columbia may wish to have their children attend a school in the district

~~supports the attendance of international students in its school system for social, cultural and educational reasons. Where applicable, student tuition fees shall be set by Board regulation.~~

~~The Board will provide, free of charge, an educational program to students enrolled in School District No. 78 (Fraser-Cascade) schools who are:~~

“Ordinarily resident” status is defined when, on the basis of objective evidence, the student and their guardian has established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences. For greater clarity, it is not enough to qualify for free public education that the applicant has taken up residence for the ‘settled purpose’ that the children of the family receive public education. Ordinarily resident status will be granted in accordance with the *School Act* and Ministry of Education and Child Care policy.

The term “guardian” is defined in the *School Act* to mean a guardian within the meaning of the *Family Law Act*.

- ~~• Citizens of Canada; or,~~
- ~~• Landed immigrants holding a student visa or special status granted by the Government of Canada; or,~~
- ~~• Legal wards of Canadian citizens, landed immigrants, the Superintendent of Child Welfare; or,~~
- ~~• Exchange students officially authorized by the Board of Education.~~

Students ~~not~~ who are not ordinarily resident in British Columbia receive no funding from the province, ~~included in the foregoing policy statement and~~ if admitted to the District, ~~shall be classified as international will be required to pay fees. students and may attend district schools pursuant to the Regulations.~~

The yearly tuition fee will be established by the Secretary-Treasurer commensurate with provincial funding and regional trends. Payment of such funds must be made in advance to the District

Regulations

3.30 Fee Paying Students

SUBJECT: ~~International Student Application Process~~

- ~~1. Applications from International Students will be accepted for enrollment in School District No. 78 (Fraser-Cascade). Normally, International Students are accepted for enrollment in September of each year.~~
- ~~2. Students shall apply in writing to the Superintendent of Schools or designate. Applications must include a transcript of marks, (from current school), translated into English.~~
- ~~3. International students must demonstrate proficiency in English sufficient to allow for academic success; if additional support in English as a second language is required, these services will be provided within the available resources.~~
- ~~4. Students accepted for enrollment in School District No. 78 (Fraser-Cascade) may be required to write an ESL competency test at the beginning of the school year. The results of the test will assist school personnel in determining the grade placement and the support services required for the student.~~
- ~~5. International Students are preferably over the age of twelve (12) and enrolled in long-term programming; however, short term programs will be considered according to availability of space and potential of the program to contribute to the educational experience of all students.~~
- ~~6. Proof of guardianship for students eighteen (18) years of age and under shall be required.~~
- ~~7. The fee and refund structure for International Students will be set by the Board and reviewed periodically.~~
- ~~8. The Board is not responsible for travel arrangements, accommodations or any medical expenses of International Students but may make homestay arrangements in consultation with the international agent.~~
- ~~9. All students must have Medical Insurance. For the first 3 months, International Students will pay a fee to access the Board's medical insurance coverage. Following the first three months students will be enrolled in and pay for the Medical Services Plan (MSP) of British Columbia (B.C.). International Students are responsible for any and all medical services accessed beyond MSP.~~



3.30 Fee Paying Students

~~10. All homestay applicants must provide a criminal record check for all adults resident in the home.~~



POLICY 3.40 SCHOOL CATCHMENT AREAS AND SCHOOL CHOICE

The Board of Education believes that, to the extent that school facilities, staffing and planning arrangements will allow, parents should have the option of enrolling their children in the District school of their choice in accordance with the *School Act*. The Board recognizes First Nations students are entitled to attend a designated school, in accordance with the *School Act*.

Because of the distances between schools in the District, the Board endeavours to ensure that students who move into a school catchment area during the school year can be accommodated; recognizing that placement in a different school can be a hardship.

The *School Act* provides that students can attend the school of their choice if space and facilities are available. Space and facilities are deemed to be available if there is expected, based on reasonable enrolment projections, to be capacity to provide the student with an educational program appropriate to their needs, taking into account physical, human and educational resources.

School catchment areas are determined after due consideration of all relevant factors including: the space available in the schools, the accessibility of schools to students, and the safety of the students in going to and from school. The Board may periodically amend the catchment area of a school to best accommodate students..

Enrolment Priorities

Where space and facilities are not sufficient at a school to accommodate all students who seek to enrol there, space in educational programs shall be allocated in accordance with priorities in the order set out below. For purposes of this policy, a student's residence is considered to be that of their parents or legal guardian.

The Board delegates to the Superintendent, or their designate, decisions whether space and facilities are available in individual schools and educational programs in the District.

GUIDELINES

1. Definitions

- 1.1. "**catchment area child**" means a person of school age, and resident in the catchment area of the school;
- 1.2. "**Feeder schools**" and their related "**receiving schools**" are described by the Board's catchment areas, where the class from the highest grade offered by the

Policy 7000 School Catchment Areas and School Choice

feeder school would be automatically enroled the next year in a designated receiving school unless an application for transfer/enrolment elsewhere is accepted in accordance with this policy.

- 1.3. **"non-catchment area child"** means a person of school age, resident in the school district, and not resident in the catchment area of the school;
- 1.4. **"non-school district child"** means a person of school age, resident in British Columbia, and not resident in the school district;
- 1.5. **"previous school year"** means the school year previous to the school year for which the person is applying to enrol in an educational program;
- 1.6. **"school district child"** means a catchment area child or a non-catchment area child.
- 1.7. **"parent"** is defined within the *School Act* and for greater clarity, does not include a non-custodial parent.
- 1.8. **"continuing student"** means a student in attendance at the school or a designated feeder school during the previous school year who was not transferred or withdrawn from that school during the year.
2. Place of residence is determined as of the date of the application to enrol or transfer.
3. Priorities for student placement
 - 3.1. Priority A: Continuing Catchment Area Students
 - 3.1.1. Catchment area students who attended a designated feeder school in the previous year have the same priority as other continuing catchment area students.
 - 3.2. Priority B: Catchment Area Students
 - 3.2.1. Catchment area students who, in the previous year, were placed by the district in a different school because of insufficient space or facilities at the catchment area school.
 - 3.2.2. Siblings of catchment area students who attended the school in the previous school year and will be attending in the year for which application is made.
 - 3.2.3. Other new catchment area students.
 - 3.3. Priority C: Non-Catchment Area Child
 - 3.3.1. Non-catchment area students who attended the school in the previous school year.

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3.3.2. Siblings of non-catchment area students who attended the school in the previous school year and will be attending in the year for which application is made.

3.3.3. Other non-catchment area students.

3.4. Priority D: Non-School District Area Students

4. It is intended that transfers of students be sought and received well prior to school opening in September and voluntary transfers during the course of the school year will occur only under special circumstances.
5. Application to attend a school other than the student's catchment area school is made to the principal of the receiving catchment area school.
6. Parents will be responsible for transportation to and from school if a transfer to a non-catchment school is approved.

THE CONTENT BELOW MOVES TO AN ADMINISTRATIVE PROCEDURE – Note the language duplicates policy and will need significant revision



POLICY ~~7000~~—3.40 SCHOOL CATCHMENT AREAS AND SCHOOL CHOICE

~~Pursuant to Section 75.1 of the School Act, the Board of Education has established a catchment area for each school in the district.~~

The Board of Education believes that, to the extent that school facilities, staffing and planning arrangements will allow, parents should have the option of enrolling their children in the District school of their choice in accordance with the *School Act*. The Board recognizes First Nations students are entitled to attend a designated school, in accordance with the *School Act*.

Because of the distances between schools in the ~~Fraser-Cascade School~~ District, the Board, ~~in accordance with its regulations,~~ endeavours to ensure that students who move into a school catchment area during the school year can be accommodated; recognizing that placement in a different school can be a hardship.

The *School Act* provides that students can attend the school of their choice if ~~the Board determines that~~ space and facilities are available. Space and facilities are deemed to be available if there is expected, based on reasonable enrolment projections, to be capacity to provide the student with an educational program appropriate to ~~his or her~~their needs, taking into account physical, human and educational resources. ~~Where all applicants cannot be accommodated in their educational program in their school of choice, applications will be approved in accordance with the priorities mandated by the School Act, with priorities for siblings and for continuing non-catchment area students as permitted by the School Act.~~

~~Catchment~~ School catchment areas are determined after due consideration of all relevant factors, including: the space available in the schools, the accessibility of ~~the~~ schools to ~~the~~ students, and the safety of the students in going to and from school. The Board may periodically amend the catchment area of a school to best accommodate students. ~~if the need is warranted.~~

Section C: Enrolment Priorities and Rules

Where space and facilities are not sufficient at a school to accommodate all students who seek to enrol there, space in educational programs shall be allocated in accordance with priorities ~~and rules~~ in the order set out ~~in this section~~below. For purposes of this policy, a student's residence is considered to be that of their parents or legal guardian.

The Board delegates to the Superintendent, or their designate, decisions whether space and facilities are available in individual schools and educational programs in the District.

GUIDELINES

Policy 7000 School Catchment Areas and School Choice

1. Definitions

- 1.1. **"catchment area child"** means a person of school age, and resident in the catchment area of the school;
- 1.2. **"Feeder schools"** and their related **"receiving schools"** are described by the Board's catchment areas, where the class from the highest grade offered by the feeder school would be automatically enrolled the next year in a designated receiving school unless an application for transfer/enrolment elsewhere is accepted in accordance with this policy.
- 1.3. **"non-catchment area child"** means a person of school age, resident in the school district, and not resident in the catchment area of the school;
- 1.4. **"non-school district child"** means a person of school age, resident in British Columbia, and not resident in the school district;
- 1.5. **"previous school year"** means the school year previous to the school year for which the person is applying to enrol in an educational program;
- 1.6. **"school district child"** means a catchment area child or a non-catchment area child.
- 1.7. **"parent"** ~~includes a guardian of the person appointed by court order or under the will of a deceased parent~~ is defined within the *School Act* and for greater clarity, ~~and~~ does not include a non-custodial parent.
- 1.8. **"continuing student"** means a student in attendance at the school or a designated feeder school during the previous school year who was not transferred or withdrawn from that school during the year.

2. Place of residence is determined as of the date of the application to ~~enrol~~enrol or transfer.

3. Priorities for student placement

~~2.3.1.~~ Priority A: Continuing Catchment Area Students

- ~~2.1.3.1.1.~~ Catchment area students who attended a designated feeder school in the previous year have the same priority as other continuing catchment area students.

~~3.3.2.~~ Priority B: Catchment Area Students

- ~~3.1.3.2.1.~~ Catchment area students who, in the previous year, were placed by the district in a different school because of insufficient space or facilities at the catchment area school.

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~~3.2.3.2.2.~~ Siblings of catchment area students who attended the school in the previous school year and will be attending in the year for which application is made.

~~3.3.3.2.3.~~ Other new catchment area students.

~~4.3.3.~~ Priority C: Non-Catchment Area Child

~~4.1.3.3.1.~~ Non-catchment area students who attended the school in the previous school year.

~~4.2.3.3.2.~~ Siblings of non-catchment area students who attended the school in the previous school year and will be attending in the year for which application is made.

~~4.3.3.3.3.~~ Other non-catchment area students.

~~5.3.4.~~ Priority D: Non-School District Area Students

4. It is intended that transfers of students be sought and received well prior to school opening in September and voluntary transfers during the course of the school year will occur only under special circumstances.
5. Application to attend a school other than the student's catchment area school is made to the principal of the **receiving catchment area** school.
6. Parents will be responsible for transportation to and from school if a transfer to a non-catchment school is approved.

~~The Board delegates the decision on whether space and facilities is available in schools and in educational programs to the Superintendent of Schools or his or her designate, in accordance with the Regulations.~~

~~SUBJECT: SCHOOL CATCHMENT AREAS AND SCHOOL CHOICE~~

~~Section A: Determination of Space and Facilities~~

THE CONTENT BELOW MOVES TO AN ADMINISTRATIVE PROCEDURE – Note the language duplicates policy and will need significant revision

~~1. For purposes of granting applications to enrol or transfer, and to determine priorities for enrolment, space and facilities are available in a school to enrol a student or applicant if based on reasonable enrolment projections, there is expected capacity of~~

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~~both physical space and instructional resources to provide the student or applicant with an educational program. Enrolment projections shall allow for accommodation of continuing students in any district programs located in the school, and (if applicable) a kindergarten program adequate to accommodate the projected enrolment of catchment area children.~~

- ~~2. The Board of Education delegates to the Superintendent of Schools or his or her designate, the decisions whether space and facilities are available in individual schools and educational programs for purposes of enrolling students in educational programs or schools.~~
- ~~3. Decisions will be made in consultation with the principal of the affected school and will be based on program capacity, including consideration of the following factors:~~
 - ~~1.1. the operating capacity of the school as defined by the Ministry of Education staff assigned to a school by the district~~
 - ~~1.2. the physical space in which instructional programs operate in the school~~
 - ~~1.3. the ability of the school to provide appropriate educational programs for the applicant and other students~~
 - ~~1.4. legal requirements for class size and composition~~
 - ~~1.5. organization of classes within the school; and~~
 - ~~1.6. the needs of other programs located in the school.~~
- ~~4. Decisions on whether space and facilities are available may be reviewed and re-evaluated from time to time.~~

Section B: Enrolment and Transfer Process

Enrolment of Continuing Students

- ~~1. No application for enrolment or transfer is required from a school district student who attended the school or its designated feeder school in the prior year and was not withdrawn or transferred from that school. Such students are automatically enrolled in the school unless a transfer application is approved. In the event that space or facilities are not available to accommodate these students, their enrolment is subject to priorities established under this policy.~~
- ~~2. Non-school district students must submit an application to enrol each year.~~

Application Dates and Process

Policy 7000 School Catchment Areas and School Choice

- ~~3.—Except for those students covered by the enrolment procedure for continuing students, applications to transfer or to enrol for an educational program at a school commencing in September must be received at the desired school as follows:~~
 - ~~3.1.—Catchment area students who did not attend the school in the previous year may apply for enrolment in the school from January 1 in the previous school year to the start of classes. If space and facilities are available, a catchment area child who did not attend the school in the previous year and who completes a transfer/enrolment application (see Appendix A); between January 1 and no later than April 30 will be enrolled in that school for the next school year.~~
 - ~~3.2.—A catchment area child who is applying after April 30 and up to the start of classes, to enroll in the school for the next school year must complete a transfer/enrolment application (Appendix A) and will be placed on a wait list in order of receipt of application.~~
 - ~~3.3.—Non-school district and non-catchment area students may apply up to the start of classes in September. A non-catchment area child or non-school district child who applies to attend a particular school for the next school year must complete a transfer application (Appendix A—no earlier than January 1) and will be placed on a wait list in order of receipt of application. Separate wait lists will be maintained for non-catchment and non-school district applicants. A non-catchment or non-school district student who applies no later than April 30 in the previous school year will have priority over a catchment area student who applies after the start of classes.~~
- ~~4.—Assignment of non-catchment students and non-school district children to a new school will only be approved prior to the start of classes in September where the Superintendent or designate is satisfied that adequate allowance has been made for students who may move into the catchment area over the summer.~~
- ~~5.—At the conclusion of the first week of school, students on the waiting lists will be assigned to the school requested based on the priorities outlined in this policy and then in order of receipt of application.~~
- ~~6.—Transfers and assignments of non-catchment students and non-school district children will be considered until class size reaches one below the “maximum class size” described in the School Act.~~
- ~~7.—An application for transfer or enrolment may be denied if this would require reconfiguration of the designated school.~~
- ~~8.—If a student’s residence, as defined in the policy, changes from one catchment area to another after the commencement of school, the student has the option of continuing~~

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to attend the original school or attend the school that services the new catchment area provided that space and facilities are available.

9. The Board will endeavour to place new catchment area students who arrive during the school year, subject to the class size and composition requirements of the *School Act*.

Section D: Catchment Areas

a) Agassiz Elementary-Secondary School

- All grade 7-12 students living within the District of Kent and the Village of Harrison Hot Springs and any students living east of the westerly boundary of the watershed of the Chehalis River, west of Ruby Creek on Highway #7 and south to the Fraser River.

b) Agassiz Centre for Education

- All grade 10-12 alternate students residing within the District of Kent and the Village of Harrison Hot Springs and any students living east of the westerly boundary of the watershed of the Chehalis River, west of Ruby Creek on Highway #7 and south to the Fraser River.

c) Boston Bar Elementary-Secondary School

- All Kindergarten to grade 12 students living in the Boston Bar and North Bend areas.

d) Boston Bar Continuing Education Centre

- All adult students living or working in the Yale, Boston Bar and North Bend areas.

e) C.E. Barry Intermediate School

- All grade 5, 6, and 7 students living within the old Town of Hope, east to Sumallo Lodge, Kawkawa Lake and Othello Tunnels, west to Ruby Creek and North to the west end of Texas Lake.
- All grade 7 students from Spuzzum and Yale.

f) Coquihalla Elementary School

- All Kindergarten to grade 4 students living within the old Town of Hope, east to Sumallo Lodge, Kawkawa Lake and Othello Tunnels, west to Ruby Creek and North to the west end of Texas Lake.
- All K to grade 4 students from Spuzzum and Yale.

g) Two Rivers Education Center (TREC) Junior

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- All grade 8 and 9 alternate students residing within the Hope Secondary School catchment area.

h) Two Rivers Education Center (TREC) Senior

- All grade 10, 11 and 12 alternate students residing within the Hope Secondary School catchment area.

i) Harrison Hot Springs Elementary School

- All Kindergarten to grade 6 students in the Harrison Hot Springs and District of Kent area north of McCallum Road.

j) Hope Secondary School

- All grade 8-12 students bounded by the area west of the China Bar tunnel, west to Ruby Creek on Highway #7, west to Popkum on Highway #1, east to Allison Pass on Highway #3 and east to the location of the former toll booth on Highway #5.

k) Kent Elementary School

- All Kindergarten to grade 6 students south of McCallum Road living within the District of Kent and any students living east of the westerly boundary of the watershed of the Chehalis River, west of Ruby Creek on Highway #7 and south to the Fraser River.

l) Silver Creek Elementary School

- All Kindergarten to grade 7 students residing between the boundaries of the junction of the old Hope-Princeton Highway and Highway #1 west to Popkum on Highway #1.

Section E: Designated Feeder Schools

Feeder Schools

Coquihalla
C.E. Barry
Silver Creek
Kent Elementary
Harrison Hot Springs Elementary

Receiving Schools

C.E. Barry
Hope Secondary
Hope Secondary
Agassiz Elementary Secondary
Agassiz Elementary Secondary

APPENDIX A

APPLICATION FOR TRANSFER PERMIT

Policy 7000 School Catchment Areas and School Choice

(for students resident in School District No. 78)

This form is to be completed by those parents who wish to register their children in a school, which does not service the normal attendance area where they reside.

In order that requests for transfer, to be effective in September and be given full consideration, applications will only be accepted between January 1 and April 30.

Before this application is presented for consideration, it must be completed and signed by the parent. It is then to be presented to the principal of the school to which transfer is sought.

TO BE COMPLETED AND SIGNED BY THE PARENT:

Name of Student:				Date of Birth:	
Street Address:				Telephone:	
Mailing Address:					
Present Grade:		Grade next September		Present School	
School which serves your neighbourhood:					
School in which attendance is desired:					
Have you applied to another school in the district?					
If yes, list school by priority:					
1.					
2.					
3.					
Reason for Request to Transfer					
Parents Signature:					
Date:					

I fully understand that final approval for this request may not be granted until the conclusion of the first week of school and that the Board will not assume responsibility for transportation.

Copy to be provided for the principal of the school the student presently attends or would normally attend.

Policy 5020 Field Trips (Curricular/Co-Curricular/Extra-Curricular Activities)

- ~~• date(s) and times of departure and return~~

Teacher Sponsors of the Field Trip will be responsible for:

- ~~• planning, leading, organizing and evaluating all aspects of the field trip including: educational benefits, safety and risk management, instruction, transportation, supervision and communication to parents and students~~
- ~~• submitting the field trip proposal/form to the principal or principal designate for approval within appropriate time lines~~
- ~~• reviewing the District Student Code of Conduct (Policy 7007), School Code of Conduct and expectations of students prior to departure~~
- ~~• carrying appropriate documents on the field trip~~
- ~~• providing the principal or principal designate with the departure plans, contacts and detailed trip information before trip departure~~

Supervisors are responsible for:

- ~~• leading and supervising students~~
- ~~• serving as role models to students acting as ambassadors of the School District~~
- ~~• Parents are responsible for determining whether their child may participate in the field trip~~
- ~~• reviewing, completing, signing and returning the Parent Consent Form (Appendix B)~~
- ~~• discussing any concerns with the teacher sponsor or principal~~
- ~~• reporting to the teacher sponsor or principal any safety, medical or health issue(s) for their child~~
- ~~• supporting their child in following the behaviors outlined in the District Student Code of Conduct (Policy 7007) and School Code of Conduct.~~

Students are responsible for:

- ~~• following the behaviors outlined in the District Student Code of Conduct (Policy 7007), School Code of Conduct, as well as expectations of the teacher sponsor and supervisors~~
- ~~• participating in the field trip to the best of their abilities~~
- ~~• behaving safely, wearing appropriate clothing, and using appropriate equipment on the field trip~~
- ~~• reporting any safety, medical or health issues to the teacher sponsor~~

More information:

YouthSafe Outdoor Guidelines



POLICY 3.50 –CURRICULAR/CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES

The Board of Education realizes the importance of curricular/co-curricular and extra-curricular activities to support educational programs and encourages student participation. The Board expects that all activities are relevant to the BC curriculum and/or have demonstrable educational value, well planned, proper advance preparation, informed parent consent and adequate supervision and a high standard of care.

It is understood that students participating will govern their behavior in accordance with the district and school codes of conduct, and any special rules determined for the occasion by the principal, teacher sponsor and/or chaperone.

The Board recognizes that safety for all students and staff is a primary requirement. The [YouthSafe Outdoors \(YSO\) Manual](#) is approved for use as a resource for schools to help ensure safe off-site activities for students.

No student will be prevented from taking part in any curricular/co-curricular and extra-curricular activities for financial reasons.

Under special circumstances, where private vehicles are the only practical mode of student transportation for curricular/co-curricular/extra-curricular activities they will be authorized in accordance with Administrative Procedures established to support safe travel.

The Board retains the authority to approve all out of province trips. The Superintendent is authorized to establish Administrative Procedures for the approval of trips at the school and district level that will be clear that Principals will not approve any trips involving private vehicles, out of district, overnight or trips designated beyond low risk.



These all move to Administrative Procedure intact.



MEMORANDUM

To: Principals/Vice Principals
& School Secretaries

Date: Jan. 17, 2024

From: Balan Moorthy
Superintendent of Schools

Re: **Field Trip Approval Process - revised**

Greetings,

To streamline our Field Trip procedures and approval process even further, we will be changing our practice moving forward, as the Board of Education at its regular Jan. 16, 2024 meeting passed the following motion:

Whereas:

The Board of Education passed a motion to review all Bylaws and Policies (Policy Renovation Project),

And whereas:

The Board currently approves field trips that are overnight, medium/high risk and involve private vehicles out of district,
It is therefore recommended:

THAT the Board of Education for School District No. 78 (Fraser-Cascade) permit the Superintendent to approve all field trips currently approved by the Board, excluding those out of province, until the Policy Renovation Project is complete.

As a general guideline, please use the following protocol:

Principal only approval:

- In-district, low risk (including walking or school district transportation)

Superintendent approval:

- In-district, low risk requiring private vehicle
- Out-of-district, low risk
- Overnight
- Med/high risk

Board approval:

- Out of province



POLICY 5020-3.50 – FIELD TRIPS (CURRICULAR/CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES)

The Board of Education realizes the importance of ~~field trips~~ (curricular/co-curricular and extra-curricular activities) ~~in the total~~ to support educational programs ~~of the school~~ and encourages student participation. ~~provided~~ The Board expects that ~~the all~~ activities are ~~well planned~~, relevant to the BC curriculum and/or have demonstrable educational value, ~~well planned~~, proper advance preparation, informed parent consent ~~and~~, adequate supervision and a high standard of care.

It is understood that students participating will govern their behavior in accordance with ~~the district and school codes of conduct, school rules~~ and any special rules determined for the occasion by the principal, teacher sponsor and/or chaperone. ~~as set out in Policy 7007 (District Student Code of Conduct). Specific reference should be made to District Policy No. 7400 (Student Involvement with Alcohol, Intoxicants or Illegal Drugs).~~

The Board ~~of Education~~ recognizes that safety for all students and staff is a primary requirement. The [YouthSafe Outdoors \(YSO\) Manual](#) is approved for use as a resource for schools to help ensure safe off-site activities for students.

No student will be prevented from taking part in any ~~field trips~~ (curricular/co-curricular and extra-curricular activities) for financial reasons.

Policy 7310

~~The Board of Education encourages student participation in extra-curricular activities and that student participation in these activities be 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 demonstrated level of conditioning and endurance, and will require informed parental consent.~~

Policy 7335

~~The Board of Education requires that Principals and Vice-Principals ensure that adequate supervision of children takes place during the school day and at all school sponsored activities.~~

Policy 5025

Related Legislation:

Related Policies:

Adopted: 1998-02-24

Amended: 2008-08-26, 2015-05-12, 2020-10-20

Policy 5020 Field Trips (Curricular/Co-Curricular/Extra-Curricular Activities)

Under special circumstances, ~~where~~ private vehicles are the only ~~sensible~~practical mode of student transportation for curricular/co-curricular/extra-curricular ~~field trips~~activities they will be authorized in accordance with Administrative Procedures established to support safe travel.

~~The use of private vehicles for the transportation of students is authorized in accordance with the regulations for this policy.~~

The Board retains the authority to approve all out of province trips. The Superintendent is authorized to establish Administrative Procedures for the approval of trips at the school and district level that will be clear that Principals will not approve any trips involving private vehicles, out of district, overnight or trips designated beyond low risk.

Policy 5020 Field Trips (Curricular/Co-Curricular/Extra-Curricular Activities)

These all move to Administrative Procedure intact.Regulations

SUBJECT: ~~FIELD TRIPS (CURRICULAR/CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES)~~

~~1. Definitions~~

~~1.1. Field Trips (Curricular)~~

~~Refers to activities that occur as a direct result of specific educational program goals emphasizing a curriculum instructional focus. Class field trips, physical education class trips, band and drama class trips, and swim programs, are examples of this type of travel.~~

~~1.2. Field Trips (Co-Curricular)~~

~~Refers to activities that supplement specific programs and objectives of the school, normally involving school time. Activity days, special events and cultural travel would be examples of this type of involvement.~~

~~1.3. Field Trips (Extra-Curricular)~~

~~Refers to activities that are in addition to the school instructional program, and are normally held outside of school time. Inter-school sports activities and club travel would be examples of this type of involvement. Please note that although many of these activities involve travel/participation during school time, the base of the organization for meeting and practice are held outside of the school timetable.~~

~~1.4. Trips Involving Potential Safety Hazards~~

~~Trips involving potential safety hazards include: school sanctioned student driving, white water rafting, skiing and snowboarding, backcountry hiking, winter survival trips, flight activities, and any other trips determined by the principal to be of higher risk, as per YSO guidelines.~~

~~1.5. Informed Consent:~~

~~Parents/guardians must be provided with comprehensive information regarding the date, location, arrangements, level of supervision and potential inherent risks in order to allow parents/guardians to provide informed consent for the field trip.~~

~~1.6. Inherent Risks~~

Policy 5020 Field Trips (Curricular/Co-Curricular/Extra-Curricular Activities)

Included in the permission form for all field trips must be a comprehensive list of dangers and risks associated with the specific activity or trip. In order to provide parents with sufficient information to make an informed decision about each trip, this list must be written with the details of each trip in mind.

1.7.—**Safety Plan**

Prepared by the teacher sponsor and approved by the principal and superintendent or designate. The plan outlines adult supervision, general code of conduct and rules students will be required to adhere to, emergency procedures and communication protocols. The safety plan is shared with parents and reviewed with participating students and supervisors.

2.—Approval

The Board expects that matters such as loss of formal instructional time, relative value of individual activities, and budget priorities will be considered before approval is sought. Approval shall be obtained as follows:

- 2.1.—School-sponsored trips of up to two days duration or less, involving lower care activities, shall be approved by the principal in consultation with the superintendent or designate.
- 2.2.—School-sponsored trips of more than two days shall be approved by the superintendent and referred to the Board of Education for information.
- 2.3.—B.C. trips exceeding five days with potential safety hazards and involving higher care activities will require Board of Education approval.
- 2.4.—For student trips involving out-of-province/country, approval in principle from the Board of Education must be obtained at least four months in advance and prior to holding meetings with parents. This request must be submitted in writing. The following information must be included:
 - a detailed trip itinerary
 - identification and communication of the potential safety hazards and inherent risks to parents and students
 - development of safety plans to minimize risk
 - documentation of safety precautions provided by the tour company
 - documentation of safety and security measures provided for accommodation and work site (if applicable)
 - where a school-sponsored trip requires travel outside Canada, the principal must ensure that each participant, including staff members, has additional medical insurance in the minimum amount of two million dollars (\$2,000,000.00).

Policy 5020 Field Trips (Curricular/Co-Curricular/Extra-Curricular Activities)

- ~~levels of caution (Global Affairs Canada website); trips will not be approved if a high degree of caution is suggested~~
- ~~the principal or designate will ensure that the Field Trip Approval Form (Curricular, Co-Curricular, Extra-Curricular Activities) (Appendix A) and all supporting documentation (inherent risks, parent consent form, itinerary) is provided to the superintendent and executive assistant at least 30 days prior to the departure date (see Appendix B: Sample Parent Consent Forms) for final approval by the Board.~~

3. ~~Planning (see Checklist: Responsibilities)~~

- 3.1. ~~Field Trips (curricular/co-curricular/ extra-curricular activities) must be well planned.~~
- 3.2. ~~The principal must ensure that the parent/guardian gives written consent for the student's involvement.~~
- 3.3. ~~The information notice to parents/guardians must clearly list the method of travel; any special activities the student will be expected to undertake; request any pertinent information regarding student medical issues; and disclose all known inherent risks.~~
- 3.4. ~~Routine activities of less than three hours in the general vicinity of the school and not involving any method of mechanical transportation require less formal parental notification. A form of notice (i.e. classroom newsletter, letter home to parents, email or app notification) indicating intended trips is required.~~
- 3.5. ~~An itinerary of each activity, a time schedule and a list of participants must be available in the school office.~~
- 3.6. ~~The Board must be adequately indemnified against all liability concerned with the trips undertaken for out-of-province/country.~~
- 3.7. ~~All students travelling to foreign countries, including the USA, on day or overnight trips, must have individual medical coverage.~~
- 3.8. ~~As regulations can change, it is required that the teacher sponsor check with the borders or customs to determine what specific travel documents may be required for all students travelling to foreign countries, including the USA (see link for sample consent letter from Global Affairs Canada):
<https://travel.gc.ca/travelling/children/consent-letter>.~~

~~Student travel to countries that are or subsequently become identified through travel safety warnings by the Government of Canada, shall not occur~~

Policy 5020 Field Trips (Curricular/Co-Curricular/Extra-Curricular Activities)

during the period of such warning unless the Board of Education specifically approves such travel during this period.

4.—Supervision

4.1.—Supervision of all field trips (curricular/co-curricular/extra-curricular) will be determined according to YSO guidelines.

4.2.—All field trips (curricular/co-curricular/extra-curricular) must be supervised by at least one teacher or by an approved community volunteer. Principals will screen volunteers for appropriate knowledge, skill and attitudes to ensure student safety.

4.3.—Activities involving potential safety hazards require a higher ratio of supervisors to students with relevant training and experience, and appropriate certification where necessary (as per YSO guidelines).

The following factors will be taken into consideration:

- the age of the students
- the number of students with disabilities
- the nature of the trip (skiing vs. instruction in formal setting)
- the duration (partial day, overnight, several days)

4.4.—Principals shall ensure the provision for safety, competent instruction, and supervision of students. All volunteer activities fall within the responsibility of the principal and vice principal(s) to ensure consistency and compliance with all Board policies and procedures. All adult supervisors are required to provide a satisfactory Criminal Record Check in accordance with Policy #6507 (Criminal Record Search)

4.5.—Field trips are considered to be an extension or enrichment of the prescribed curriculum and therefore, require teachers to complete the Field Trip Approval Form (Curricular/Co-Curricular/Extra-Curricular Activities) (Appendix A) included in this policy.

5.—Transportation

5.1.—Parents/guardians must be informed of the method of transportation involved in any field trip (curricular/co-curricular/extra-curricular activity). The school principal or designate will pre-approve all drivers and vehicles according to District Policy #5025 (Use of Private Vehicles).

5.2.—Travel safety precautions must include reasonable consideration of:

- number of adult drivers



Policy 5020 Field Trips (Curricular/Co-Curricular/Extra-Curricular Activities)

- storage of baggage
- provision of seating
- vehicle condition
- weather and road conditions
- other local concerns

Where a private vehicle is used, in addition to considerations listed in b) above, minimum requirements must also include two million dollars (\$2,000,000.00) liability insurance, a valid driver's license, and seat belts for all passengers carried. A passenger list must be left with the school office.

Every student who is transported in a private vehicle or school bus equipped with seatbelts, must wear a seat belt or restraining device which shall be properly adjusted and securely fastened. The provision of booster seats is the responsibility of the child's parent/guardian, as per the requirement of the Motor Vehicle Act.

5.3.—No 15-seat passenger vans are to be used to transport students.

5.4.—Approval forms for Field Trip (Curricular/Co-Curricular/Extra-Curricular Activities) requesting school bus transportation must be submitted to the director of facilities and transportation at least two weeks prior to the event.

6.—Specialized Equipment

Students, staff and volunteers will be expected to wear and/or utilize standard specialized equipment for activities involving potential safety hazards. This includes mandatory wearing of CSA approved helmets for skating, skiing, snowboarding, curling, rock-wall climbing, and other high-risk activities as per YSO guidelines.

In the case of curling, helmets will be worn during instructional time. Helmets are not required during competitive curling events.

Policy 5020 Field Trips (Curricular/Co-Curricular/Extra-Curricular Activities)

PROCEDURES

SUBJECT: ~~FIELD TRIPS (CURRICULAR/CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES)~~

CHECKLIST (Responsibilities)

The Principal or Principal Designate will be responsible for:

- ~~• reviewing and approving submitted field trip proposals/forms~~
- ~~• forwarding approved field trip approval forms to the superintendent or designate for final approval~~
- ~~• submitting field trip forms to the director of facilities and transportation within at least 2 weeks prior to the event~~
- ~~• supporting teachers in their communication about field trips with parents~~
- ~~• ensuring that planned field trips align with Board policy
 - ~~○ approving driver authorization as per Policy 5025 (Use of Private Vehicles)~~
 - ~~○ approving supervisors and volunteers as per Policy 6507 (Criminal Record Search)~~~~
- ~~• ensuring that parents/guardians have been notified of details of the field trip and have given approval for their children's participation.~~

Notification to parents/guardians should include the following information:

- ~~• class(es) or group(s) involved (including grade level)~~
- ~~• purpose and objectives of the trip, including curricular learning outcomes where relevant~~
- ~~• teacher(s) name(s) and supervision arrangements (e.g. ratio or number of supervisors anticipated)~~
- ~~• key activity(ies) involved~~
- ~~• potential known inherent risks~~
- ~~• existence of a safety plan~~
- ~~• existence of an emergency plan in the event of injury, illness or other problem~~
- ~~• securing emergency transport to medical services~~
- ~~• costs associated with medical transportation~~
- ~~• student conduct expectations and consequences~~
- ~~• what to bring (e.g. types of clothing, water, food)~~
- ~~• financial arrangements (i.e. cost to the students, when fee is due)~~
- ~~• an alternative activity will be provided for students unable to attend the trip~~
- ~~• school contact name and number for more information~~
- ~~• transportation/travel arrangements~~
- ~~• destination, including address or nearest locatable center~~

Policy 5020 Field Trips (Curricular/Co-Curricular/Extra-Curricular Activities)

- ~~date(s) and times of departure and return~~

Teacher Sponsors of the Field Trip will be responsible for:

- ~~planning, leading, organizing and evaluating all aspects of the field trip including: educational benefits, safety and risk management, instruction, transportation, supervision and communication to parents and students~~
- ~~submitting the field trip proposal/form to the principal or principal designate for approval within appropriate time lines~~
- ~~reviewing the District Student Code of Conduct (Policy 7007), School Code of Conduct and expectations of students prior to departure~~
- ~~carrying appropriate documents on the field trip~~
- ~~providing the principal or principal designate with the departure plans, contacts and detailed trip information before trip departure~~

Supervisors are responsible for:

- ~~leading and supervising students~~
- ~~serving as role models to students acting as ambassadors of the School District~~
- ~~Parents are responsible for determining whether their child may participate in the field trip~~
- ~~reviewing, completing, signing and returning the Parent Consent Form (Appendix B)~~
- ~~discussing any concerns with the teacher sponsor or principal~~
- ~~reporting to the teacher sponsor or principal any safety, medical or health issue(s) for their child~~
- ~~supporting their child in following the behaviors outlined in the District Student Code of Conduct (Policy 7007) and School Code of Conduct.~~

Students are responsible for:

- ~~following the behaviors outlined in the District Student Code of Conduct (Policy 7007), School Code of Conduct, as well as expectations of the teacher sponsor and supervisors~~
- ~~participating in the field trip to the best of their abilities~~
- ~~behaving safely, wearing appropriate clothing, and using appropriate equipment on the field trip~~
- ~~reporting any safety, medical or health issues to the teacher sponsor~~

More information:

YouthSafe Outdoor Guidelines



Policy 5020 Field Trips (Curricular/Co-Curricular/Extra-Curricular Activities)

Related Policies:

5025—Use of Private Vehicles

6507—Criminal Record Search

7007—District Student Code of Conduct

7400—Student Involvement With Alcohol, Intoxicants, or Illegal Drugs