




Public Notice – Board of Education Online Public Meeting

A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on March 4, 2025 at 6:00 pm.**

Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Mar-04-2025>

<https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84>

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
 - Select the **Q&A**  function on the right side of the screen.
 - When asking a question using the Q&A function, please identify yourself. **Anonymous questions will not be responded to.**
 - A reminder for Stakeholder groups to use the **Q&A** function.
 - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.



If you have questions regarding the meeting and how to access it that aren't answered in the link above please email info@sd62.bc.ca.



EDUCATION-POLICY COMMITTEE

School Board Office

Via MS Teams

March 4, 2025 – 6:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
2. **Opening Remarks from Chair, Ebony Logins**
3. **COMMITTEE REPORT** of February 4, 2025 Education-Policy Committee meeting (attached) **Pg. 4**
4. **BAA COURSE PROPOSALS**
 There are no BAA course proposals for this meeting.
5. **NEW BUSINESS** (attached)
 - a. Safe Schools Washington Kids Foundation Presentation – Sharon Beloin **Pg. 6**
6. **REVIEW OF POLICIES/REGULATIONS** (attached)
 - a. Draft Revised Policy and Regulations C-316 “Safe Schools” – Paul Block **Pg. 16**

Recommended Motion:
 That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-316 “Breaches of Peace and Order”.
 - b. Draft New Policy and Regulations C-318 “Sexual Misconduct” – Paul Block **Pg. 25**

Recommended Motion:
 That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft new Policy and Regulations C-318 “Sexual Misconduct”.
 - c. Draft Revised Policy and Regulations C-319 “Student Suspension” – Paul Block **Pg. 35**

Recommended Motion:
 That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations “C-319 “Student Suspensions and Prohibition from Attendance”.

7. **FOR INFORMATION**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** April 1, 2025



COMMITTEE REPORT OF THE EDUCATION-POLICY COMMITTEE

**School Board Office
February 4, 2025 – 6:00 p.m.**

Present: Ebony Logins, Trustee (Committee Chair)
Amanda Dowhy, Trustee (Committee member)
Trudy Spiller, Trustee (Committee member)
Amanda Culver, STA
Tim Hamblin, CUPE
Melissa Horner, SPVPA
Paul Block, Superintendent/CEO
Monica Braniff, Deputy Superintendent
Dave Strange, Associate Superintendent
D’Arcy Deacon, Associate Superintendent

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**

We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc’ianew Nation, and T’Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)

2. **Opening Remarks from Chair, Ebony Logins**

3. **COMMITTEE REPORT** of January 9, 2025 Education-Policy Committee meeting

The committee report for the January 9, 2025 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

5. **NEW BUSINESS**

a. **2025-29 Strategic Plan** – Paul Block

The Superintendent spoke to the 2025-29 Strategic Plan as presented in the agenda package. A brief overview of the process was given and the invitation for feedback was extended to committee members. Committee members spoke highly of the process and expressed appreciation that the plan reflected input from district partners. Conversation continued with questions and critical feedback from members of the committee.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) approve the District's 2025 – 29 Strategic Plan.

b. 2025-26 and 2026-27 School Calendars – Monica Braniff

Deputy Superintendent Braniff presented on the School Calendars for the next two years beginning with 2025-26. Conversation continued with questions and critical feedback from members of the committee.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) approve the 2025-26 school calendar and 2026-27 school calendar (as revised).

6. **REVIEW OF POLICIES/REGULATIONS**a. Draft Revised Policy and Regulations C-309 "District and School Codes of Conduct – Paul Block

The Superintendent presented the draft revised policy and regulations C-309 "District and School Codes of Conduct". Conversation continued with questions and critical feedback from members of the committee.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-309 "District and School Codes of Conduct".

b. Rescinding of Policy and Regulations C-310 "Student Behaviour" – Paul Block

The Superintendent presented the draft revised policy and regulations C-310 "Student Behaviour". Conversation continued with questions and critical feedback from members of the committee.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) **Rescind** Policy and Regulations C-310 "Student Behaviour" and remove them from the District's Policy Manual.

c. Draft Revised Policy and Regulations C-311 "Student Attendance" – Paul Block

The Superintendent presented the draft revised policy and regulations C-311 "Student Attendance". Conversation continued with questions and critical feedback from members of the committee.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-311 "Student Attendance".

7. **FOR INFORMATION**8. **FOR FUTURE MEETINGS**9. **ADJOURNMENT AND NEXT MEETING DATE:** Mar. 4, 2025



Committee Info Note
Education-Policy Committee Meeting
March 4, 2025
Agenda Item 5a: Safe Schools Washington Kids Foundation

Background:

For the past three years, the Sooke School District Safe Schools team has been working with Washington Kids Foundation to create mentorship opportunities for youth in SD62. This partnership is unique because Washington Kids Foundation has worked with Safe Schools to provide tailored programming that matches the need in our schools across the district.

Recognizing the importance of both mental and physical health, the program incorporates mentorship through sports, providing students with opportunities to develop teamwork, discipline, and leadership skills. This partnership was built around responsive programming for youth and now has become well established with three different models of support. These game-ready supports have been met with enthusiasm by both students and faculty, further solidifying the program's impact on the school community.

Respectfully submitted,

Sharon Beloin,
District Principal –Safe and Healthy Schools

Mentorship Program- Game Ready, Year 3

Washington Kids Foundation, City of Colwood and
Sooke School District (62)

Mentorship Team

Local Staff

- Jeff Mock (WKF)
- Brandon Gandire (WKF)
- Doug Andrews (SD62)
- Jaime Adair (SD62)
- 17 Mentors (WKF)



Elements of Success

- Responsive Programing and Scheduling
- Calming Relationship Presence
- Mentors with Lived Experience
- Continuity of Staffing
- Modelling Positive Behaviour
- Providing Mentorship for the Mentors



Partnership Responsibilities - WKF

- Securing community Space and Transportation
- Works with Community Partners for Programming (i.e. boxing, Juan De Fuca Rec Centre)
- Hires Mentors to provide:
 - School based and community programming
 - One to one mentorship

Partnership Responsibilities – SD62

- Train and Mentor the Mentors
- Works with Community Partners for Programming
- Liaison with the School to Provide Space and Create Schedules

Partnership Responsibilities – City of Colwood

- Summer programming for continuity
- Provide funding for staffing

Programs Offered

- 400 Students enrolled in the programs currently, prioritizing highest risk youth
- Three types of programs have emerged
 - Outreach – 100 students (High priority students)
 - After School and lunch Programs – 300 students (middle school and elementary school)
 - In School engagement - 3 school this year (inclusive programing)
 - Community programing - school break programing, 30 students
 - Drop in program on Fridays

*** Enter exact times into hours in the notes section. Each shift is 2-30 hours

** If you are doing a full day (All 2 shifts) enter in 8 hours and write 8-6 in the notes section

* If your kids aren't there join the other groups and help out

Each shift is scheduled 15 min early and 15 later than the actual session. This is to take into account showing up early, doing the Daily Report, and talking to administration staff and parents. *Make sure you are early and doing Daily Reports or the extra 30 min will be removed from your hours*

Outreach

Monday 8:15am - 11:45am

Table with columns: Youth, Pick up location, Staff. Rows include Burtz, Cooper, Jack Murray, Isaac Payne, Vincent Barn, Owen Jones, Alex, Mia Martin, Savannah Conway, Daily Burns, Dawn Jones.

JDF Sport floor 1 Booked 9:45am - 11:15am

Table with columns: Youth, Pick up location, Staff. Rows include Wilson Weidner, Matthew Conrad, Jordan Duaneer, Newton Ferris.

Table with columns: Youth, Pick up location, Staff. Rows include Chad D, Levi Scott.

Table with columns: Youth, Pick up location, Staff. Rows include Lyric, Jordan Alva, Jesse Leach, Jason Derksen, Tyler Head, Thomas Vandenberg, Weston Sparks*.

Table with columns: Youth, Pick up location, Staff. Rows include Julian Gagnon, Logan Mann.

11:45am-2:15pm

Table with columns: Youth, Pick up location, Staff. Rows include David Larson, Levi Hernandez, Dylan Thomas, Genoa.

Table with columns: Youth, Pick up location, Staff. Rows include CJ Filley, Kurt Lohm, Juan Alvarez, Logan Vandenberg.

Table with columns: Youth, Pick up location, Staff. Rows include Mac Ward, Karsale.

Table with columns: Youth, Pick up location, Staff. Rows include Kendrick Wong.

Table with columns: Youth, Pick up location, Staff. Rows include Colton King, Gavin King, Andre Jirick-wilde, Mason Griffith, Zavier Ruzos, Brady Nares, Zarrin Pines, Leah Robertson, Zack Nares.

Table with columns: Youth, Pick up location, Staff. Rows include Oscar Castillo, Maxwell Ludwig, Brening Ludwig, Aaryan Castillo.

Table with columns: Youth, Pick up location, Staff. Rows include Douglas McIntyre, Jeremiah L Howard, Cooper Marlet, Zach Spitzer, Jagger Collins, Buster Brown.

Tuesday 8:15am - 11:45am

Table with columns: Youth, Pick up location, Staff. Rows include Vincent Barn, Owen Jones, Alex, Mia Martin, Savannah Conway, Daily Burns, Dawn Jones.

JDF TURF Booked 9:45am-11:15am

Table with columns: Youth, Pick up location, Staff. Rows include Julian Gagnon, Logan Mann, Weston Sparks, Xavier Dick.

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Wednesday 8:15am - 11:45am

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JDF TURF Booked 9:45am-11:15am

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Friday 8:15am - 11:45am

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JDF TURF Booked 9:45am-11:15am

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LUNCH PROGRAM 11:50am-1:15pm

Creating Connection and Positive Culture





Committee Info Note
Education-Policy Committee Meeting
March 5, 2025
Agenda Item 6a: Draft Revised Policy and Regulations
C-316 “Safe Schools”

Background:

The current policy and regulations were last revised in December 1998. The daily context of students and families has shifted significantly over the past 25+ years, with student and school safety becoming a critical element for our consideration and influence. Safe schools are essential for the health, well-being, and development of our children. A learning environment must prioritize safety for students and staff to be effective, welcoming, and inclusive for all. The need for a revision that reflects current school operations, student supports and Digital & Behavioural Threat Assessment safety practices in schools is long overdue and reflected in the proposed revisions.

Summary of Revisions:

- Policy:
 - Recommend a change of policy title to more accurately reflect the intent of the policy; “Safe Schools”.
 - The existing policy was unclear in its application and scope. There is a stronger relationship and reciprocity with the district’s Digital & Behavioural Threat Assessment process and Safe Schools team.
 - Additional legislative and policy references have been added.
- Administrative Regulations
 - A section of definitions has been added.
 - Procedures to address violence, threats and intimidation have been clarified and reorganized to align to current practice and the work of the Safe Schools team.
 - The procedures further articulate the role of the principal/vice-principal in communicating with students, staff, and parents/guardians as well as the conduct of investigations and the application of interventions and consequences.
 - New information on Duty to Report, Students with Diverse Needs and Cultural Bias have also been added.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy and Regulations C-316 “Safe Schools”.

Respectfully submitted,

Paul Block
 Superintendent/CEO

School District #62 (Sooke)

BREACHES OF PEACE AND ORDER SAFE SCHOOLS	No.: C-316
	Effective: May 26/98 Revised: Dec. 14/99; Reviewed: Mar. 1/22; Mar. 4/25

SCHOOL BOARD POLICY

The Board of School Trustees **Education** recognizes its responsibility to provide **create and maintain** an **school** environments for **where** students, and staff, **parents and others feel safe.** ~~in which they will be safe from violence and aggression.~~ **To that end, the Board shall consider any act of violence, threat or intimidation that impacts a school's ability to function safely to be a serious risk to the school environment and the safety of both students and staff.** In addressing this responsibility, the Board:

1. Requires that schools conform to the Board's Learning Resources Policy with respect to the portrayal of violence in learning resources and other materials.
2. Supports the use of proactive programs to resolve conflict, to provide peaceful role models, and to promote a peaceful, harmonious human environment.
3. ~~Considers any act of violence or aggression as a violation of the security of the school environment and of the safety of both students and staff. In these matters, the Board, or the Board's delegate,~~ **Will** take appropriate disciplinary action which may include seeking legal redress through the police authorities.
4. Defines aggression as a wide range of hostile or coercive behaviour including but not restricted to harassment, intimidation, abuse, bullying, assault, violence and the use of weapons. **Will use the Behavioural and Digital Threat Assessment (BDTA) Violence Threat Risk Assessment (VTRA) protocol to ensure that potentially high-risk behaviour is properly assessed and supportive interventions put in place.**

References:**Statutory:**

- BC School Act
- Legislation on safe spaces around schools

Policies:

- C-309, District and School Codes of Conduct
- C-319, Student Suspension
- C-432, Maintenance of Order

- **B-115, Learning Resources**

DRAFT

School District #62 (Sooke)

BREACHES OF PEACE AND ORDER	No. C-316
	Effective: May 26/98 Revised: Dec. 14/99; Reviewed: Mar. 1/22; Mar. 4/25
SAFE SCHOOLS	

ADMINISTRATIVE REGULATIONS

1. Definitions:

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

Intimidation: is a form of aggression which involves deterring or coercing an individual by threat of violence, where one or more individuals subject a victim to fear, bullying, or harassment of a physical or psychological nature.

Violence: means the attempted or actual exercise by a person of any physical force so as to cause injury, including any threatening statement or behaviour which gives reasonable cause to believe there is a risk of injury.

Bullying: is a pattern of repeated, aggressive behaviour with negative intent, directed from one student to another where there is a power imbalance. Bullying is a pattern of persistent, unwelcome, or aggressive behaviour intended to make others uncomfortable, scared or hurt.

Behavioural and Digital Threat Assessment (BDTA) ~~Violence Threat Risk Assessment (VTRA)~~: is the process of determining if an individual is on the pathway to engage in serious violence and/or cause harm to self or others.

2. Procedures:

2.1 The Board expects that:

- a. Students will adhere to provisions of the Board's and School's policy on Codes of Conduct.
- b. Schools will include a statement on weapons, violence, bullying and intimidation in their Codes of Conduct.
- c. Fair Notice: Students, parents/guardians and staff will be made aware that the district and its schools use a threat assessment process to reduce the risk of violence in the school.
- d. Police will be called immediately whenever there is a threat of death or bodily injury.
- e. Staff will confirm to the Board's Learning Resources Policy (B-115) with respect to the portrayal of violence in learning resources and other materials.

2.2 Principals will:

- a. **Distribute a SPEAC approved Parent Appeal Process pamphlet to all parents early in each school year.**
- b. **At the beginning of each school year Principals are expected to give students, parent/guardians, and staff "Fair Notice" that the school will use a process to collect and assess information about threat of violence including:**
 - **Notice that violence and threat of violence will not be tolerated;**
 - **General information about the BDTA ~~VTRA~~ process, and**
 - **Notice that the BDTA ~~VTRA~~ process is used provincially.**
- c. **Make all reasonable attempts, including securing the school environment to minimize risk of injury and/or death to any member of the school community when they reasonably believe that an act by a student is violent or intimidating. This may include procedures to limit student involvement and access of others to the school.**
- d. **In the case of a staff member subjected to threats, violence, or intimidation, offer immediate support in a manner that will empower, rather than remove, the person's own ability to deal with the situation. In the case of a student subjected to threats, violence, or intimidation, provide support in a manner that will ensure the safety and security of the student.**
- e. **Investigation:**
 - i. **Investigate and document all incidents of threats, violence or intimidation using the district Behavioural and Digital Threat Assessment (BDTA) ~~Violence Threat Risk Assessment (VTRA)~~ protocol.**
 - ii. **Upon determining the initial level of risk, involve district staff, police and other related agencies as necessary to determine and mitigate any risk to the school community.**
 - iii. **In the case of threats involving death or serious bodily injury, the police must be notified.**
 - iv. **When the level of risk determined through the BDTA ~~VTRA~~ process is two or higher, the district BDTA ~~VTRA~~ team must be consulted.**
- f. **Reporting:**
 - i. **Make an oral report to the Superintendent or designate when suspending a student for an act of violence, threat, or intimidation when the Principal/Vice-Principal considers the offence to be severely threatening to the safety of students and/or staff.**
 - ii. **If a student is suspended for greater than five days, the student must be referred to the District Student Review Committee.**
 - iii. **Inform the parents/guardians of the student(s) involved in the incident.**
 - iv. **Consult with the district Safe Schools team regarding possible communications to the school community.**
- g. **Intervention and Consequences:**
 - i. **Once the initial threat has been reduced, the Principal will follow direction outlined in policy C-309 "Codes of Conduct" and C-319 "Student Suspension" to determine appropriate consequences.**
 - ii. **While suspension is typically warranted in cases of threat, violence, or intimidation, it should be done in a way that takes into account increased justification for the perpetrator as well as diverse learning needs and cultural bias.**
 - iii. **Where the level of risk is significant, consultation with the district's Safe Schools team, policy and/or other agencies is necessary before determining consequences for the behaviour.**

2.3 Duty to Report:

- a. In order to keep school communities safe and caring, staff, parents/guardians/caregivers, students and community members must report all threat-related behaviours to the school Principal.

2.4 Students With Diverse Needs:

- a. Safe School teams should utilize information related to baseline behaviours of students with diverse needs in assessing the level of risk posed. The same dynamics that can increase the risk of violence in the general student population can also contribute to the violence potential of students with diverse needs, independent of their diagnosis.

2.5 Cultural Bias:

- a. Safe School team members should be aware that some cultural groups may experience multiple stressors such as poverty, racism, discrimination, and language barriers. These factors, along with possible distrust for authority figures, may increase the level of perceived or actual risk. Every effort should be made to take into consideration the ethic or cultural identity of the student.

1. — Board Expectations

The Board expects that:

- Schools will adhere to provisions of the Board's policy on Codes of Conduct.
- Administrators will distribute a SPEAC approved Parent Appeal Process pamphlet to all parents early in each school year.
- Parents will follow steps outlined in the SPEAC approved Parent Appeal Process pamphlet in order to resolve any disagreement.
- The District Violent Incident Report Form will be completed and sent to the appropriate authorities when serious incidents of aggression occur.
- Police will be called immediately whenever there is a threat of death or bodily injury.

2. — Level 1 Aggression

Level 1 aggression means personal harassment involving verbal abuse (such as name calling, racial or ethnic epithets, taunting), personal character attack, persistent loud accusations, or threats to do something one is entitled to do, such as "go to the press about this". This level includes phrases such as "you are a . . .", "you haven't heard the last of . . .", "you deserve to be . . .".

Supervisory Responsibilities

- Investigate each reported incident and report to persons with a need to know in a timely manner.

Personal Responsibilities

- Behave in a manner which encourages the person to calm down.
- Get help or support if needed.
- Request that any accusation be put in writing.

- Refer to the school's Code of Conduct and seek agreement to resolve the conflict within the behaviours affirmed by the code.
- In the case of a second or escalated incident, talk only in the presence of a third party.
- In the case of a second or escalated incident, seek advice from a union representative or other supportive person.
- Notify supervisor/administrator of the incident as soon as possible.
- Record the incident in personal or school records.

3. Level 2 Aggression

Level 2 aggression means intimidation or threats that involve potential risk to person or property.

These may include phrases such as "I'm going to get . . .", "I'll be sure that . . .", "If you don't . . . then I will . . .".

Supervisory Responsibilities

- In the case of a staff member subjected to aggression, offer immediate support in a manner that will empower, rather than remove the person's own ability to deal with the situation. In the case of a student subjected to aggression, provide support in a manner that will ensure the safety and security of the student.
- After the incident, consult with the victim.
- Ensure that the Violent Incident Report Form is completed and filed. (NOTE: This must NOT be put into a student's file, but rather in a confidential file kept secure by the supervisor or administrator.)
- Send a letter to the offending person indicating that the incident has been documented for the School board, and sent to the RCMP if appropriate.
- In the case of threats involving death or serious bodily injury, the police must be notified.
- When the aggressor is a member of the public, consider use of the School Act Section 177 to assist in removing the aggressor from the school.
- When the aggressor is under the school district jurisdiction as an employee or student, follow appropriate disciplinary measures including notification of a student aggressor's parents/guardians.

Personal Responsibility

- Be aware of laws and policies that protect people from aggression.
- Be calm. Refer to the school's Code of Conduct and seek agreement to resolve the conflict within the behaviours affirmed by the code.
- Point out channels whereby the person could redirect her or his hostility.
- Get help or support if needed.
- Tell the aggressor that this incident will be recorded and reported to a supervisor/administrator.
- Remove oneself from the situation as soon as possible.
- Fill out the Violent Incident Report Form and file it with supervisor.

4. Level 3 Aggression

Level 3 aggression means hostile physical contact (including pushing, shoving, slapping, punching), or menacing gestures that clearly imply hostile physical action. It includes any use of a weapon (anything used or intended for use in causing death or injury to persons whether designed for that purpose or not, or anything used or intended for use in threatening, endangering or intimidating any

persons. Possession of "toy guns", "replicas", laser pointing devices, ammunition, explosives and noxious substances will be dealt with under the provisions of this policy as weapons.

Supervisory Responsibilities

- If a weapon is involved, minimize risk or injury to all persons.
- Intervene as appropriate to reduce or remove the threat.
- Notify police (**911**) if not already done.
- If a weapon is found, secure it, and keep it available for police.
- Consult with the staff member or student. Consider critical incident stress debriefing. Discuss Employee Assistance Plan options if appropriate.
- Notify the Superintendent of Schools.
- Ensure that the Violent Incident Report Form is completed and filed. (NOTE: This must NOT be put into a student's file, but rather in a confidential file kept secure by the supervisor or administrator.)
- When the aggressor is a member of the public, send a Registered Letter to the aggressor banning him or her from school district property until the issue has been resolved and he or she is notified in writing that permission to return has been granted. Utilize School Act Section 177 in the letter. State that the incident has been documented for the School Board, and a report made to the police.
- When the aggressor is under school district jurisdiction, appropriate disciplinary measures will be followed including notification of a student aggressor's parents/guardians.
- Encourage police to pursue the incident through the courts and support their efforts to do so.

Personal Responsibility

- If a weapon is involved, minimize risk or injury to students and adults.
- Remove oneself from the situation as soon as possible
- Call for help as vigorously as possible.
- **Call 911** if possible.
- Report incident to a supervisor/administrator immediately.
- Fill out the Violent Incident Report Form.
- Take time to debrief and regain calm.
- Cooperate in legal proceedings initiated by the police.

5. Students as Aggressors

If the aggressor is a student of the school district, the student shall be subject to action which could include, as appropriate, any combination of the following:

- school based corrective action.
- participation in short term or extended counselling.
- suspension from school for up to ten days.
- suspension from school for an indefinite period and appearance before the District's Disciplinary Committee.
- expulsion from school.
- criminal charges being laid by the Crown.

6. Students as Victims

When a student has been the victim of violence or aggression, the district will provide support and assistance for the victim.

DRAFT



Committee Info Note
Education-Policy Committee Meeting
March 5, 2025
Agenda Item 6b: Draft New Policy and Regulations
C-318 “Sexual Misconduct”

Background:

This is a new policy and set of administrative regulations designed to align with the district’s on-going work to ensure consistent and fair processes when claims of sexual misconduct are made against a student. The purpose of this policy is to clearly state the commitment of School District #62 (Sooke) to addressing Sexual Misconduct involving students, through:

- facilitating a safe and secure learning environment that is free from Sexual Misconduct;
- defining the roles and responsibilities of individuals in implementing and carrying out programs and practices in the prevention of, and response to, Sexual Misconduct;
- assisting those who have experienced Sexual Misconduct by providing information and support, including provision of and/or referral to counselling, academic and/or other accommodation;
- using clear, appropriate, and fair processes for handling complaints of Sexual Misconduct.

Summary of Revisions:

- Policy:
 - The policy is specific to student sexual misconduct as there are other policies, professional standards or collective agreement provisions that would provide processes for staff or other adults.
 - The language proposed is consistent with the direction of policy development in the province and previous work of the school district to provide training and information to PVP.
 - The draft policy provides context and purpose for the policy, a statement of policy, the scope of application, and definitions.
- Administrative Regulations:
 - Provide guiding principles by which the regulations should be implemented.
 - The processes are distinctly broken down into two different approaches, one for students 12 years of age and older and one for students under 12.
 - The regulations provide a process that is based on procedural fairness, timeliness, and freedom from bias.
 - The policy calls for staff specifically trained in investigating incidents of sexual misconduct. It outlines the process by which the district cooperates with other legislated authorities; for example, police during investigations.
 - The regulations also outline a process by which district/school consequences may be applied even if criminal allegations are not proven through police investigations.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft New Policy and Regulations C-318 “Sexual Misconduct”.

Respectfully submitted,

Paul Block, Superintendent/CEO

School District #62 (Sooke)

SEXUAL MISCONDUCT	No.: C-318
	Effective: Revised: Reviewed: Mar. 4/25

PURPOSE:

The purpose of this policy is to clearly state the commitment of School District #62 (Sooke) to addressing Sexual Misconduct involving students, through:

- facilitating a safe and secure learning environment that is free from Sexual Misconduct;
- defining the roles and responsibilities of individuals in implementing and carrying out programs and practices in the prevention of, and response to, Sexual Misconduct;
- assisting those who have experienced Sexual Misconduct by providing information and support, including provision of and/or referral to counselling, academic and/or other accommodation;
- using clear, appropriate, and fair process for handling complaints of Sexual Misconduct.

DEFINITIONS:

Complainant – An individual who files a Complaint. In some instances, the district may act as a Complainant where it becomes aware of allegations of Sexual Misconduct that, if true violate this policy but no person comes forward with a Complaint, or where an investigation is required by law.

Complaint – A statement that situation is unsatisfactory or unacceptable. For the purpose of this policy, a Complaint is a written statement of facts that alleges Sexual Misconduct involving a student, including a record of the dates, times, nature of any incidents and names of witnesses. The Complaint must contain sufficient detail to all the district to assess the Complaint and conduct an investigation, if required. A complaint can be made by a person who has experienced Sexual Misconduct or who has been a witness to Sexual Misconduct.

Disclosure – The communication to a district employee of an experience of Sexual Misconduct. Disclosure on its own does not initiate an investigation, except where required by policy.

Educational Accommodation – A change or alteration in the physical environment, or an adaptation of teaching, assessment, or evaluation procedures.

Immunity – Protection or exemption from additional penalty or disciplinary action.

Investigator – A person appointed by the district to investigate a complaint. When criminal allegations are made against a student, the district will not investigate the circumstances until specific directions are received from the investigating agency (e.g. police or a social worker).

District-Related Activity – Any activity while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment, including online behaviours created outside of the school setting.

Respondent – An individual who is alleged to have engaged in conduct that violates this policy.

Victim/Survivor -For some, the use of 'victim' terminology implies passivity, whereas, the of 'survivor' language suggests action. For many individuals either term may be appropriate at different times.

Sexual Misconduct – This term is used a broad sense and includes any unwanted act – physical or psychological – carried out through sexual means or by targeting sexuality. It can include a wide range of acts, including the attempt or threat to act of a sexual nature, specifically:

- sexual assault,
- sexual exploitation,
- sexual harassment
- indecent exposure,
- voyeurism, and
- distribution of sexually explicit photographs or video.

Student – As defined under Section 1 of the *School Act*, means a person enrolled in an educational program provided by the board.

SCHOOL BOARD POLICY

The Board of Education for School District #62 (Sooke) is committed to providing a safe, nurturing, and positive learning environment, free from sexual misconduct. The Board will not tolerate, condone or ignore sexual misconduct in the district.

The policy is aligned with governing legislation, including but not limited to, the *Criminal Code of Canada*, the *BC School Act*, the *Child, Youth, and Family Service Act*, the *Police Act*, and the *Freedom of Information and Protection of Privacy Act*.

This policy is consistent with other district policies and procedures, including C-309, District and School Codes of Conduct, related to the reporting, investigating and dealing with abuse, neglect, exploitation, sexual harassment and misconduct within the district.

All persons who disclose or file a complaint regarding an experience of Sexual Misconduct can expect from the district:

- to be treated with compassion, dignity, and respect;
- to be respected in their choice as to whether they wish to Disclose or file a Complaint regarding their experience;
- timely assistance with safety planning;
- timely information about available support services and resources;
- discussion of appropriate educational or other accommodations;
- to have all information related to the incident of Sexual Misconduct treated with the utmost confidentiality associated with each option, unless the complaint or disclosure indicates others may be in danger of imminent harm or the student is a minor under the *Child, Family, and Community Services Act*;
- if they decide to file a complaint, a clear explanation of the investigation and decision process, a procedurally fair and unbiased process, and regular updates on the status of the process; and
- be granted immunity from disciplinary actions for minor infractions that may have been disclosed during the reporting process, such as alcohol or drug use, which may be considered violations of district policy. This immunity does not extend to criminal activities or actions that pose significant harm to others. Any major infractions or violations unrelated to the Sexual Misconduct incident shall be addressed separately and in accordance with district policy and procedures.

All persons who are alleged to have violated this policy can expect the following from the district:

- to be treated with compassion, dignity, and respect;
- timely information about available support services and resources;
- to be advised of the options available to them; and
- if a Complaint is filed, a clear explanation of the investigation and decision process, a procedurally fair and unbiased process, and updates, as appropriate, on the status of the process.

SCOPE:

This policy applies to Sexual Misconduct involving students at all district schools and sites, as well as Sexual Misconduct that takes place at any school-related activity or in other circumstances where engaging in the activity will have a negative impact on the school environment, including online behaviours created outside of the school setting.

This policy may not apply to disclosures and complaints of Sexual Misconduct where legislation requires that another process be followed instead of the procedure described in this policy. This policy is not intended to supersede or interfere with prevailing laws. Anyone who has experienced Sexual Misconduct has the right to pursue criminal or civil legal avenues whether or not they choose to proceed under this policy.

The district reserves the right to initiate an investigation and/or inform police without the consent of the person disclosing or filing a complaint regarding Sexual Misconduct, and/or take any other action it feels reasonable and appropriate, if the district has a reasonable belief that the safety of a student in the district and/or broader community is at risk.

References:

Legislation

- *British Columbia School Act*
- *Criminal Code of Canada*
- *Child, Family, and Community Services Act*
- *Freedom of Information and Protection of Privacy Act*
- *Police Act*

Policy

- C-309 District and School Codes of Conduct
- C-310 Student Behaviour
- C-314 Alcohol and other drugs – Possession, Exchange and Non-Medical Use
- C-316 Breaches of Peace and Order
- C-319 Student Suspension

School District #62 (Sooke)

SEXUAL MISCONDUCT	No.: C-318
	Effective: Revised: Reviewed: Mar. 4/25

ADMINISTRATIVE REGULATIONS**Guiding Principles:**

- Recognize there are reasons people choose not to report. The district is committed to supporting students and encourages those experiencing or witnessing sexual misconduct to make a complaint.
- Timelines shouldn't be a hindrance to reporting sexual misconduct. Victim/survivor experiences are influenced by many factors that may intersect and overlap. SD62 staff will take into account the various reasons why a student may not immediately choose to make a report.
- Recognize the serious potential impact on an individual being accused. SD62 is committed to procedural fairness and will respond to address and investigate complaints in a fair, unbiased, and timely manner.
- Where the district learns of an incident of sexual misconduct involving a student by a means other than a disclosure or complaint, the district will respond, address, and investigate in a fair, unbiased and timely manner and may take any action it feels reasonable and appropriate to:
 - mitigate harm or disruption to the school and/or district, students, and other members of the school community; or
 - protect the safety of students or any member of the school community.

Procedure:**1. Sexual Misconduct by a Student 12 Years of Age and Over****a. Process Options:**

Anyone who experiences or witnesses sexual misconduct involving a student, or has reason to believe that sexual misconduct involving a student has occurred or may occur, may pursue any of the following options (or pursue more than one option simultaneously):

- make a disclosure (without a complaint) to the district;
- make a formal complaint to the district; or
- make a report to the police.

b. Reporting:**i. Initial Response:**

1. When any person (including a student) reports to an employee sexual misconduct allegedly perpetrated by a student 12 years of age and over, the employee shall inform the principal or designate immediately.
2. Do not investigate the disclosure/complaint. Once a disclosure or complaint has been made, a disclosing student will not be questioned by any other school staff, nor shall any other students or staff be spoken to until specific directions are received from designated district staff or investigating police (if reported to).
3. The principal shall report an allegation to the Associate Superintendent responsible for Safe and Healthy Schools, who will assist the principal to determine the appropriate response, which may include:

- When and how to communicate with the appropriate police unit and determine if MCFD should be contacted.
 - The appropriate intervention strategy with the alleged perpetrator.
 - Support to victims/survivors.
 - Notification to the District Principal, Safe and Healthy Schools.
4. Where it is determined by school district staff, police or MCFD that the alleged perpetrator may pose additional threat to the victim/survivor or the educational environment, the principal may direct that person to not attend school during the course of the investigation.

ii. Notifying Parent/Guardians:

1. Notification of parents/guardians of victims/survivors should be completed as soon as possible where a principal believes a student has been physically or emotionally harmed by the sexual misconduct. Such notice **shall not be given** if, in the opinion of the principal, to do so would put the victim/survivor at risk of harm from the parent/guardian.
2. When notifying the parent/guardian the principal shall disclose the nature of the activity that resulted in harm, the nature of the harm and steps taken to protect the victim/survivor's safety.

iii. Reporting to Police

1. If, in the opinion of the principal and/or associate superintendent, the disclosure/complaint appears to be sexual assault, or the person reporting the sexual misconduct also chooses to report to police, the principal or designate must call the police.
2. Appropriate support for the victim/survivor shall be provided during the reporting process, which may include a:
 - social worker,
 - teacher-counsellor, or
 - staff member chosen by the victim/survivor.
3. The manner and timing of contacting the parents/guardians of the victim/survivor and the alleged perpetrator will be done in consultation with the police.

Note: The *Youth Criminal Justice Act* prohibits disclosure of the identity of the alleged perpetrator if under the age of 18.

4. Principal's Duties While Reporting to Police:

- a. Ensure that the associate superintendent and police are aware of the timelines (e.g. when the victim/survivor or alleged perpetrator is expected at home) in order to prioritize the response accordingly. The police may also require time to make arrangements for an investigation.
- b. Inform the police of circumstances which may help in the investigation.
- c. The principal should ask the following questions when reporting to police:
 - Name and badge number of responding police officer(s).
 - How and when the parents of the alleged perpetrator should be contacted?
 - Will the victim/survivor and/or perpetrator be interviewed by police?
 - Do investigators plan to come to the school or home? When?
 - Are there any directions to the school regarding the victim/survivor and/or perpetrator leaving school?

- If the victim/survivor is a child that is scheduled for child care can they be released to the child care provider? What information can be shared with the child care provider, if any?
 - What should the principal do if the parent of the victim/survivor and/or perpetrator arrives at school?
 - What information can be shared with the victim/survivor and/or perpetrator and their parent/guardian(s) if the interview has not yet taken place?
- d. If it is not apparent that an investigation has commenced within 24 hours or no assistance has been provided for the victim/survivor and/or perpetrator, it is the responsibility of the principal or designated to contact police and ascertain the status of the case.
- iv. Informing the Ministry of Children and Family Development (MCFD):
1. In the event that the alleged perpetrator is under 16 years of age or is a sibling of the victim/survivor who is under 16 years of age or has siblings under the age of 16 at home or is a babysitter or is in any other way in a position of authority over the victim/survivor or other children, MCFD must be contacted.
 2. Document the incident(s) in accordance with policy C-410, Child Abuse, including:
 - the name, age, grade, address, and telephone number of the child;
 - the names of the parents/guardians;
 - the reasons for concern and any relevant statements made by the child;
 - the name of the employee making the call;
 - the name of the intake social worker receiving the information; and
 - time and date the call was made,
- c. Investigation:
- i. Police investigation concluded or not started:
If the police investigation has concluded or was not initiated, the principal and/or associate superintendent will determine if a district investigation shall occur.
 - ii. Assigning a school district investigator:
The school, in consultation with the associate superintendent, will assign a trained investigator or another qualified staff member, to conduct a thorough and impartial investigation.
 - iii. Gathering Evidence:
 1. The school district investigator will interview the complainant, victim/survivor (if different from the complainant), the respondent, and any witnesses.
 2. All relevant documents will be collected, such as text messages, emails, or social media interactions and any available surveillance video will be reviewed.
 - iv. Documentation:
A detailed record of all interviews, evidence, and investigative steps will be maintained.
- d. Determination:
- i. Evaluation:
 1. The police will assess and evaluate evidence in alignment with all statutory and legislated requirements, the results of which shall be shared with the school district as permitted.
 2. The school district investigator will evaluate all evidence using a "preponderance of evidence" standard (i.e. whether it is more likely than not that the misconduct occurred).

ii. Report:

The school district investigator will compile a report detailing the findings and submit it to the principal and associate superintendent for review.

iii. Decision:

The principal and/or associate superintendent will determine whether the allegations are substantiated (either by police, the school district investigator or both), and decide on appropriate disciplinary action in alignment with progressive discipline as described in policy C-309, District and School Code of Conduct. Disciplinary action from the district may be in addition to any consequences imposed through the legal system.

1. Student Charged: Where a student has been charged with a sexual offense involving another student, the charged student shall not attend school pending a decision of the board's Student Review Committee under policy C-319, Student Suspension.
2. Student Not Charged: Where a student has been investigated by the police for a sexual offense involving another student, and the alleged perpetrator has not been charged with an offense, the principal, associate superintendent, and District Principal, Safe and Healthy Schools shall determine if the student's conduct warrants consequences, referral the board's Student Review Committee ,or further investigation from the school district.

e. Notification of Outcomes:

- i. Notify both the complainant and the respondent, and their parent/guardians, of the investigation's outcome and any disciplinary action taken in alignment with principles of confidentiality.
- ii. If suspension for greater than five days is contemplated, action in alignment with policy C-319, Student Suspension must be carried out.
- iii. Provide information on the right to appeal as outlined in By-law 1-08, Parent/Student Appeals and policy C-350, Appeals.

f. Support for Student, Parents and Staff

In the case of criminal charges being laid, as outlined above, the Board may, under the co-ordination of the assistant superintendent, provide appropriate support to the affected student(s) and/or school community. A critical incident response team may meet with the staff of the school as soon as possible to advise of the charges and describe a plan of action for supporting students and the school community.

2. Sexual Misconduct by a Student Under 12 Years of Age

Sexually acting-out behaviour by children under the age of 12 years is a serious problem for which there are limited outside resources and legal guidelines. It is expected that these behaviours will be addressed through the support of school/district staff, social workers, and parents/guardians.

It is not necessary to call police.

A student perpetrator under the age of 12 is under the age of criminal responsibility. Describing the sexual misconduct or misbehaviour of a child under 12 as "sexual assault" is inaccurate. Police may be consulted but the police do not have authority to lay criminal charges. Parents/Guardians may elect to call police and if they do so, the principal will cooperate fully with police.

a. Reporting:i. Inform the Principal

1. When a staff member witnesses or receives a report of concern about sexual behaviours exhibited by a student under the age of 12, staff should inform the principal or vice-principal immediately.
2. The principal/vice-principal will determine whether the behaviour falls into the category of inappropriate, problematic, or sexually intrusive and will consult with other district staff based on that determination.
 - a. If the behaviour is sexually intrusive or there is reason to believe that abuse has occurred, consult with the Associate Superintendent, Safe and Healthy Schools.
 - b. The associate superintendent will notify the District Principal, Safe and Healthy Schools.

ii. Notify Parent/Guardians:

1. Notification of parents/guardians of victims/survivors is required, in all cases of sexualized behaviour.
2. Such notice shall not be given if in the opinion of the principal to do so would put the victim/survivor at risk of harm from the parent/guardian.

b. Investigation:

i. The principal will investigate the allegations and determine the nature of the incident as follows:

- ***Inappropriate sexual behaviour:***

- Provides no harm to self or others, is self-focused, may be spontaneous and may include sexual language or re-enactment.
- It does not require notification of any person or agency although resources may be used at the principal's discretion. The parent(s)/guardian(s) of the student(s) involved shall be contacted.

- ***Problematic sexual behaviour:***

- May cause harm to self or others, uses sexually explicit language or re-enactment, one or more incidents, usually includes touching, involves younger or same age children in sex games or aggressive sexuality, involve compulsive talking about sex or sexual activity.
- Requires consultation with the associate superintendent to determine which agency (resource person), if any, will do further investigation. The parent/guardians of any party should not be contacted until consultation with a resource person has occurred.

- ***Sexually intrusive behaviour:***

- Causes harm, is interpersonal, uses explicit sexual language or re-enactment, may spontaneous or planned, usually involves manipulation, coercion or force, touching behaviours, and compulsive talking about sex and sexual acts even after intervention.
- requires consultation with the Associate Superintendent, Safe and Healthy Schools. The acting-out student may be refused admittance to school while the investigation takes place.

ii. Procedures if the Ministry of Children and Family Development (MCFD) is involved:

MCFD must always be called if there are reasonable grounds to suspect that any child has been abused or in need of protection. If MCFD is to be called, do not contact parent/guardians of any of the parties until MCFD has been consulted.

iii. Document the Incident

1. A detailed record of all interviews, evidence, and investigative steps will be maintained.

2. Documentation of sexual behaviour problems where MCFD is involved and the children are under 12, should be prepared and maintained in accordance with Policy C-410, Child Abuse.

c. Determination:

i. Evaluation:

1. The principal/vice-principal will assess and evaluate evidence in alignment with district policies and procedures.
2. The principal may consult with the Associate Superintendent, Safe and Healthy schools and other district staff as appropriate.

ii. Decision:

The principal/vice-principal will determine whether the allegations are substantiated and decide on appropriate disciplinary action in alignment with progressive discipline as described in policy C-309, District and School Code of Conduct.

d. **Notification of Outcomes:**

- i. Notify both the complainant and the respondent, and their parent(s)/guardian(s), of the investigation's outcome and any disciplinary action taken. Any information sharing is to be done in alignment with principles of confidentiality.
- ii. If suspension for greater than five days is contemplated, action in alignment with policy C-319, Student Suspension must be carried out.
 - If it is determined that the student's continued presence in the school would be detrimental to other students, the student shall be referred to the board's Student Review Committee to determine appropriate educational programming.
- iii. Provide information on the right to appeal in alignment with By-law 1-08, Parent/Student Appeals and policy C-350, Appeals.

e. ***Safety Plan and Assessment/Treatment Agreement***

- i. In the case of either sexually problematic or sexually intrusive behaviour, the principal will meet with the parents of the acting-out student to discuss consequences and supports for changing the behaviour.
- ii. Where the behaviour is sexually intrusive the principal shall, with the assistance of a social worker or the Associate Superintendent, Safe and Healthy Schools or designate, establish a behaviour plan to support changing the student's behaviour.
- iii. The principal/vice-principal will provide information regarding available resources for both the victim/survivor and perpetrator.



Committee Info Note
Education-Policy Committee Meeting
March 5, 2025
Agenda Item 6c: Draft Revised Policy and Regulations
C-319 “Student Suspension”

Background:

The current policy and regulations were last revised in June 2017. Considering the complexity and growth in our schools and greater community, the need for clearly articulated boundaries for student behaviour based on a progressive discipline model is a critical element for our consideration and action. The intention of these revisions is to provide clearly defined processes that reflect current school operations, student supports and safety practices related to student suspension.

Summary of Revisions:

- Policy:
 - The word “process” in the current policy title is redundant. We have removed it and are referring to the policy simply as “Student Suspension”.
 - A paragraph has been added providing the legislated authority through the *School Act* for suspension.
 - Additionally, language related to the Board’s belief in fair, equitable and consistent treatment, along with the concept of “progressive discipline”, have been added.

- Administrative Regulations
 - The regulations have been re-organized into four sections: student suspension description, categories of suspension, procedures for suspension, and exclusion of students 16 years of age or older.
 - Procedures for short-term suspension are largely unchanged, except for some clarifying language.
 - Long-term suspension procedures have had some significant revision, including the process by which PVP initiate a long-term suspension and the way in which it is resolved.
 - Greater clarity has been added regarding exclusion/expulsion with the authority to do so vested in the Student Review Committee process and direction of the Associate Superintendent.
 - Changes to the composition of the Student Review Committee are proposed. These changes are consistent with legislated authority for suspension and those individuals that will be charged with follow-up from the committee directions.
 - It should be noted that previous references in the *School Act* regarding online learning may be different as referenced in section 75 (3) and (4).

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy and Regulations C-319 “Student Suspension”.

Respectfully submitted,

Paul Block
 Superintendent/CEO

School District #62 (Sooke)

STUDENT SUSPENSION PROCESS	No.: C-319
	Effective: May 12/81 Revised: Mar. 9/82; Nov. 8/83; May 23/89; Apr. 10/90; June 27/17 Reviewed: Mar. 4/25;

SCHOOL BOARD POLICY

In accordance with Sections 26 and 85(2) of the *BC School Act*, the Board authorizes principals, vice-principals, directors of instruction and the superintendent of schools to suspend a student from attendance at school under certain circumstances.

The Board of Education believes that responses to Code of Conduct violations as well as any other student behaviour that impacts on the educational environment will be fair, equitable, and consistent. The Board further believes that principals and vice-principals will apply the principles of progressive discipline as defined in policy C-309, District and School Code of Conduct taking into account such factors as severity and frequency of the offence(s), as well as the age, maturity, and ability of the student.

The Board of Education recognizes two sets of circumstances related to a student's removal from school:

A. STUDENT SUSPENSION

Suspension of a student is viewed by the Board as a serious course of action, to be taken only in circumstances where the student's behaviour is such that removal from school is deemed necessary, and/or where other corrective measures have not resulted in an acceptable pattern of behaviour.

Any student suspended under this policy must be provided with an educational program as defined in the *BC School Act* for the duration of the suspension.

B. REFUSAL TO OFFER AN EDUCATIONAL PROGRAM

The Board may refuse to offer an educational program to a student of 16 years of age or older if the student fails to apply himself/herself **themselves** to his/her **their** studies or fails to comply with the rules and regulations of the school or Board.

References:**Statutory**

- *BC School Act, sect 26, 85(2)(c,d), 85(3)*

Policies

- **Bylaw 1-08 "Parent/Student Appeals"**
- **C-309 "District and School Code of Conduct"**
- **C-350 "Appeals"**

School District #62 (Sooke)

STUDENT SUSPENSION PROCESS	No.: C-319
	Effective: May 12/81 Revised: Mar. 9/82; Nov. 8/83; May 23/89; Apr. 10/90; July 5/05; June 27/17; Reviewed: Apr. 18/17; May 15/17; Mar. 4/25;

ADMINISTRATIVE REGULATIONS**A. STUDENT SUSPENSION**

The Board authorizes principals **and vice-principals** to suspend a student from school attendance when a principal/**vice-principal's investigation** concludes that:

1. The student is willfully disobedient to a teacher or any other employee of the Board carrying out responsibilities approved by the Board, or
2. The behaviour of the student has a harmful effect on other students, school personnel or the school, or
3. The student has refused to comply with the school rules or the code of conduct, rules or other policies which may be established by the Board, or
4. The student persists in frequent absences, **despite interventions from the school, district and external supports**, which are deemed by the principal or his/her designates **vice-principal** to be without sufficient reason, or
5. The student has had possession of, exchanged or been under the influence of alcohol, ~~mind-altering substances~~ **drugs, including the misuse of** ~~or non-prescription drugs~~ while at school or ~~during school hours~~ **school related activities as defined in Policy C-314 "Substance Use Prevention and Intervention"**. (~~Note Policy C-314~~)

The Board further authorizes the principal to delegate the responsibility for student suspension to the Vice-Principal(s) ~~or to the Teacher in Charge, in the absence of the Principal or Vice-Principal(s)~~. Action taken in the absence of the principal and vice-principal will be only to the extent required to preserve the best interests of the school and/or the student.

The Board also authorizes the principal or designate **vice-principal** to remove a suspension previously imposed upon a pupil.

B. CATEGORIES OF STUDENT SUSPENSION

1. Short-Term (5 school days or less)

In most cases of school suspension, the duration of the suspension will be five school days or less, as determined by the principal or designate **vice-principal**. The letter of suspension will convey the duration to the parent or guardian. Should a principal/**vice-principal** decide to remove a suspension, ~~he or she~~ **they** shall notify both the Superintendent of Schools and the

parents or guardian of this decision. This notification shall be by letter and, where possible, by personal contact.

2. Indefinite (greater than five days)

When suspensions arise from circumstances which are of a serious nature, the suspension letter shall state that "the suspension is until the matter has been reviewed and action taken by the District Student Review Committee". The letter shall also advise the parents or guardian ~~of the~~ **that information regarding the date and time of the hearing will be provided by the school district office.**

In addition to a copy of the suspension letter, the principal shall forward to the District Student Review Committee chairperson, a complete indefinite suspension information package.

A meeting of the District Student Review Committee, the parent(s) or guardian(s) and the student will be convened in order that the parent(s) or guardian(s) and the student may discuss with the committee the situation leading to the suspension. The District Student Review Committee will subsequently recommend a course of action **to the Associate Superintendent who will provide direction** to the parent(s) or guardian(s) and to the school(s) concerned **regarding the resolution of the suspension.** Such recommendations **direction** will be announced to the parent(s) or guardian(s) as quickly as possible and shall be confirmed by letter.

Parents must be informed of their right to appeal the decision of the Committee and to attend a closed special meeting of the Board of Education. (Note Policy C-350 Appeals and By-law 1-08 Parent/Student Appeals)

When a student who has been indefinitely suspended withdraws from school during the period of suspension, he/she **they** will not be re-admitted to any district school or program during that school year or the next school year until he/she ~~has~~ **they have** met with the District Student Review Committee and ~~obtained permission~~ **to resolve the circumstances of the suspension.**

C. PROCEDURES:

1. Preliminary Procedures

1. ~~1.1~~ Whenever a student's pattern of behaviour is such that continuation of this behaviour will likely lead to a period of suspension, the parents or guardian of that student will be notified of that behaviour by personal contact and/or in a letter of warning.

2. Short-Term Suspension (5 school days or less) Procedures

~~The procedure to be followed by a Principal or his/her designate(s) in suspending a student is as follows:~~

In most cases of school suspension, the duration of the suspension will be five school days or less, as determined by the principal or designate **vice-principal.**

~~The letter of suspension will convey the duration to the parent or guardian. Should a Principal decide to remove a suspension, he or she shall notify both the Superintendent of Schools and the parents or guardian of this decision. This notification shall be by letter and, where possible, by personal contact.~~

- 2.1. The parent or guardian shall be notified of the circumstances and the duration of the suspension by letter or electronic communication (e-mail).

- 2.2. If at all possible, the parent or guardian shall be ~~contacted~~ **informed of the suspension** in person or by telephone, prior to being advised by the student or ~~in the letter~~ **via written correspondence.**
- 2.3. A copy of the suspension letter shall be forwarded to the **school's Associate** Superintendent of Schools.
- 2.4. The school shall provide assignments for the suspended student and the reasonable completion of appropriate assignments may be used as a condition for the student's return to school.

3. Indefinite Suspension (greater than 5 school days)

When suspensions arise from circumstances which are of a serious nature, **a student may be suspended indefinitely. Resolution of the suspension will be done via the District Student Review Committee, which shall also be authorized to change a student's educational program to support a safe and healthy educational environment.**

3.1. Prior to issuing an indefinite suspension, principals and vice-principals must consult with their school's Associate Superintendent.

3.2. When **informing parents/guardians of a student's indefinite suspension,** ~~suspensions arise from circumstances which are of a serious nature,~~ the suspension letter shall state that "the suspension is until the matter has been reviewed and action taken by the District Student Review Committee". The letter shall also advise the parents or guardian ~~that they will be contacted by the board office~~ **of with** the date and time of the hearing.

3.3. In addition to a copy of the suspension letter, At least 24 hours prior to a scheduled District Student Review Committee meeting, the Principal shall forward to the District Student Review Committee chairperson **and the parents/guardians of the suspended student,** a complete indefinite suspension information package, **including:**

- **A cover sheet including:**
 - **Student profile, strengths and challenges.**
 - **Interventions/support.**
 - **Outside agency involvement (if applicable).**
 - **Reason for suspension.**
 - **School concerns.**
- **A copy of the suspension letter and any other related suspensions.**
- **A copy of the student's attendance record.**
- **IEP (if applicable).**
- **A copy of the student's transcript (achievement records/report cards).**
- **PR card.**

3.4. A meeting of the District Student Review Committee, the parent(s) or guardian(s) and the student will be convened in order that the parent(s) or guardian(s) and the student may discuss with the committee the situation leading to the suspension.

3.5. The District Student Review Committee will subsequently recommend a course of action to the **Superintendent or designate who shall make a decision regarding the student under suspension based upon the committee recommendations.**

- 3.6. ~~parent(s) or guardian(s) and to the school(s) concerned.~~ Such recommendations **direction** will be announced to the parent(s) or guardian(s) and to the school administration as quickly as possible and shall be confirmed by letter.
- 3.7. Parents must be informed of their right to appeal the decision of the Committee and to attend a closed special meeting of the Board of Education.—(Note **as described in** Policy C-350, Appeals and By-law 1-08 Parent/Student Appeals.
- 3.8. When a student who has been indefinitely suspended withdraws from school during the period of suspension, they will not be re-admitted to any district school or program ~~during that school year or the next school year~~ until he/she has **they have** met with the District Student Review Committee and obtained permission.

4. REFUSAL TO OFFER AN EDUCATIONAL PROGRAM (EXPULSION)

- 4.1. When a student sixteen (16) years of age or older fails to apply himself/herself **themselves** to his/her **their** studies or fails to comply with the rules, regulations and/or policies of the school and/or Board the principal or **vice-principal** his/her designate shall suspend the student indefinitely.
- 4.2. **Expulsion may only be applied through a decision of the District Student Review Committee and may not be imposed by a principal or vice-principal.**
- 4.3. **The District Student Review Committee may recommend to the Superintendent or designate that the student's behaviour adversely affects the educational environment to such an extent that their removal is warranted and as such, to no longer offer an educational program to the student in any district school.**
- 4.4. **Such information shall be communicated to the parents/guardians and the student with information about the district's appeal process as described in Policy C-350, Appeals and By-law 1-08 Parent/Student Appeals.**

5. District Student Review Committee

5.1. The District Student Review Committee shall comprise, **but not be limited to:**

- **Associate Superintendent, Inclusive Education and/or Safe Schools.**
- **District Principal or Vice-Principal, Inclusive Education.**
- **Principal or Vice-Principal from another district school from the same level.**
- **The District Safe Schools Coordinator.**
- **District Principal or Vice-Principal of Indigenous Education programs when the student is of Indigenous ancestry.**

5.2. **The Associate Superintendent shall chair the District Student Review Committee.**

5.—

—The District Student Review Committee shall comprise the Superintendent of Schools or his/her **their** designates, the District Principal—Student Support Services or his/her designates, plus two administrative officers and two teachers.

6. District Committee Hearings

- 6.1. The District Student Review Committee hearings shall be held whenever a student is suspended indefinitely from a school.
- 6.2. ~~The school administration~~ **A district representative from the school board office** shall inform the parents/guardians of the time **and date** of such a hearing.
- 6.3. At least one parent or guardian plus the suspended student should attend any hearing, ~~but~~ **however**, a hearing can proceed in their absence provided that they had notice of such a hearing and ~~chose~~ **did** not to attend.

7. Recommendations of the District Student Review Committee

7.1. The District Student Review Committee may **recommend to the Associate Superintendent, who may** direct:

- that the student suspension be extended for a specified period of time such that the total suspension not exceed twenty (20) consecutive school days, or
- that the student be placed in another district school or educational program, and/or
- that certain conditions be met for the student to be readmitted to a district school/program (e.g. letter of apology, agreement to counselling, etc.).
- **other actions that will support a positive reintegration of the student into their educational programming.**
- **Section 74(4.1) of the BC School Act allows Board's to offer a student's educational program through online learning only if it complies with section 74(3).**

7.2. Further, the District Student Review Committee may recommend to the Superintendent of Schools, in the case of a student 16 years of age or older, that the Board refuse to offer an educational program to that student.

D. REFUSAL TO OFFER AN EDUCATIONAL PROGRAM **EXCLUSION OF STUDENTS 16 YEARS OF AGE OR OLDER**

1. The *BC School Act* gives the Board the authority to refuse to offer an educational program to a student 16 years of age or older if, in spite of due warning, the student fails to apply himself/herself **themselves** to his/her **their** studies or fails to comply with the **district and school code of conduct and/or other rules and policies referred to in Section 6 of the School Act**. ~~rules, regulations and/or policies of the school and/or Board the Principal or his/her designate shall:~~

- ~~1. Give him/her due warning;~~
- ~~2. Inform the parents of the student by letter of the reasons for the warning; and~~
- ~~3. Where feasible, arrange for an interview with the parents or guardians of the student at the school.~~

~~If, within an appropriate period of time after the warning, the student fails to make a reasonable effort to reform, the Principal shall suspend the student indefinitely with a referral to the District Student Review Committee.~~

2. In such cases, the principal or vice-principal may recommend to the District Student Review Committee that the Board refuse to offer an educational program to the student. The principal/vice-principal do not have the capacity or authority to expel a student without referral to the District Student Review Committee.

- 3. A decision to refuse to offer an educational program to a student may only be undertaken after convening a meeting of the District Student Review Committee where the parent or guardian and the student shall have the opportunity to discuss with the Board the recommendation to refuse to offer an educational program to the student.**

- 4. The Board also has the authority, after consultation with the Superintendent of Schools, to readmit students 16 years of age or older whose attendance has been excluded as described above. The Board may also order that any reference to the exclusion be removed from a student's record.**