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	EDUCATION POLICY MANUAL
Category:	**DIOCESAN GOVERNANCE**
Policy:	**101**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	
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AUTHORITY

Policy 101

Authority for the operation of all Catholic Independent Schools in the Diocese of Prince George is vested in the Catholic Independent Schools Diocese of Prince George (CISPG), a legal body incorporated under the Societies Act, December 10th, 1957, as a Society.

As the sole legal entity for all Catholic schools in the Diocese of Prince George the CISPG is legally responsible for all negotiations and litigation involving diocesan schools.

Reason for Policy

The CISPG is recognized by the government of British Columbia as the "authority" under the Independent Schools Act and as such is solely responsible for relations with the Ministry of Education as represented by the Inspector of Independent Schools.

As a Catholic institution within the Diocese of Prince George, the CISPG is subject to Canon Law and the policies and directives of the Diocese of Prince George.

	EDUCATION POLICY MANUAL
Category:	**SOCIETY GOVERNANCE**
Policy:	**102**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	
Page:	1 of 1

BOARD OF DIRECTORS

Policy 102

The Board of Directors of the CISPG is vested with the administration of the affairs of the Society. It has and exercises all the powers of the Society, except for the revision, alteration, and addition to the bylaws.

Reason for Policy

As a Catholic institution within the Diocese of Prince George, the CISPG is subject to Canon Law and the policies and directives of the Diocese of Prince George. The constitution of the CISPG stipulates that the Board of Directors has the responsibility and authority to manage the affairs of the Society.

	EDUCATION POLICY MANUAL
Category:	**SOCIETY GOVERNANCE**
Policy:	**103**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	**November 15, 2004**
Page:	1 of 1

CISPG BOARD OF DIRECTORS: MEMBERSHIP AND ROLE DESCRIPTION OF ELECTED AND APPOINTED DIRECTORS

Policy 103

Members of the Board of Directors have the responsibility to serve the best interests of the diocesan school community when serving on the Board. This does not preclude members from presenting their interests on pertinent issues.

Reason for Policy

The function of the Board of Directors is to exercise its authority in the management of the affairs of the Society. In this respect the members are not delegates from local councils acting on the latters' instruction but rather they serve the needs of the diocesan community. However, as members of the local councils they do bring a local perspective to the Board.

Reference: Regulation 103

	EDUCATION POLICY MANUAL
Category:	**SOCIETY GOVERNANCE**
Regulation:	**103**
Approved Date:	**November 15, 2004**
Revised Date:	**November 18, 2014**
Page:	1 of 1

CISPG BOARD OF DIRECTORS: MEMBERSHIP AND ROLE DESCRIPTION OF ELECTED AND APPOINTED DIRECTORS

Guidelines and Regulations:

1. Submit a written report to the Board of Directors' regular meetings on each School Council within their Region.

2. Visit each of the School councils within his/her region during each school year and request to be on the agenda of one regular meeting to discuss concerns, requests and any other issues.

3. Make monthly contact with the Chairperson of each School Council to keep abreast of information that may be of interest to the Board of Directors.

4. Relay any pertinent information from the Board of Directors to School Councils.

	EDUCATION POLICY MANUAL
Category:	**SOCIETY GOVERNANCE**
Policy:	**104**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	**Working Policy Sept 9, 2002**
Page:	1 of 1

CISPG BOARD OF DIRECTORS: APPOINTMENT AND TERM OF OFFICE

Policy 104

Lay members of the Board of Directors are elected from the constituencies of the Northern Region of Dawson Creek/Ft. St. John; Central Region of Vanderhoof/Prince George; Western Region of Smithers, Kitimat, Terrace, and Prince Rupert; and one or more appointments- to represent post secondary education or other mandates made by the president of the Society (The Bishop).

Lay members to the Board of Directors may serve for a (2) year term twice renewable for a six-year period. Appointments by the Bishop are according to his pleasure.

The Board of Directors has three (3) permanent members: the president (the Bishop); the vicar general and the chancellor.

The Chairperson of the Board is the President or his delegate.

Reference

Society Constitution

	EDUCATION POLICY MANUAL
Category:	**DIOCESAN GOVERNANCE**
Policy:	**105**
Approved Date:	**January 21, 2002**
Revised Date: **DRAFT**	**November 15, 2004** **March 11, 2013**
Page:	1 of 1

NOMINATION OF CIS BOARD MEMBERS

Policy 105

The Constitution of the Catholic Independent Schools identifies the Bishop, Vicar General and the Chancellor as Directors to the CIS Board. In addition provisions exist for the appointment of Directors by the Bishop as well as election of at least three additional Directors. The election of the additional Directors is achieved through a nomination and election process conducted by the Vicar General and the Chancellor according to the following guidelines and regulations.

Reference: Regulation 105

	EDUCATION POLICY MANUAL
Category:	**DIOCESAN GOVERNANCE**
Regulation:	**105**
Approved Date:	**January 21, 2002**
Revised Date: **DRAFT**	**November 15, 2004** **March 11, 2013**
Page:	1 of 1

Guidelines and Regulations:

1. Directors from the Regions are four in number; one from the Northern Region, one from the Western Region, Smithers, and one from the Central Region.

2. These Directors serve for two-year terms renewable twice for a total of six consecutive years. Directors may seek re-election after they have been off the Board for one term.

3. Each Region nominates suitable candidates no later than August 31st and submits the names on the nomination sheets to the Nomination Committee of the Vicar General and Chancellor.

4. Each nomination form must be properly signed by the local nominators and the Pastor.

5. Each candidate must be approved and meet the criteria for a Practising Catholic.

6. Each candidate seeking election should have some previous School Council experience.

7. Each candidate must present a brief resume to the Annual General Meeting at the time of election.

8. Each eligible member of the Catholic Independent Schools Society has a vote for each Regional Candidate Position.

9. If a Director is unable to complete the term of office the Bishop may appoint a replacement to complete the balance of the term of office.

10. No candidates may be nominated from the floor of the Annual General Meeting.

11. Notwithstanding the above, if at the time of the vacancy there are no candidates presented for the position from the Region the Bishop may appoint a Regional Director.

Catholic Independent Schools Diocese of Prince George

BOARD OF DIRECTORS

NOMINATION FORM

Name: _____

Address: _____

Phone: _____

Email: _____

Parish member (at this Parish) for _____ years.

School Council Member Yes _____ No _____

Name of School Council _____

Number of Years _____

_____
Signature of Nominee

_____
Signature of Nominator

_____
Signature of Nominator

_____
Signature of Pastor

PASTOR: Please review terms of reference and Catholicity Requirements of Position

	EDUCATION POLICY MANUAL
Category:	**SOCIETY GOVERNANCE**
Policy:	**106**
Approved Date:	**August 10, 1998**
Revised Date:	**Revised**
Page:	1 of 1

CODE OF ETHICS FOR CATHOLIC INDEPENDENT SCHOOLS BOARD AND SCHOOL COUNCIL MEMBERS

Policy 106

Board Members and School Council Members

The effectiveness of our Catholic schools is strengthened by the clergy and lay people who work together with faith and commitment for the education of our young people. Such an expression is found in the philosophy of Catholic Education as promulgated by the Catholic Bishops of British Columbia. It is therefore essential for those who accept the call to serve on School Councils to understand the expectations of the office and conduct themselves in a way that will foster collaboration and Christian community. Further, all members are charged with strictly supporting the role of the Catholic Independent Schools Society of Prince George, its policies and directives, and the policies and directives of the local school council.

Whereas the aim of Catholic Education is the development of each student towards personal fulfillment and responsible citizenship motivated by the Spirit of the Gospel and modeled on the example of Jesus Christ, the Catholic School Council member shall within the duties described in Policies and Regulations and reflecting a Ministry within the Church:

Reason for Policy

The governing bodies of CISPG are church ministries within the Diocesan and parish communities. As such, a standard of conduct, similar to the expectations of members of other church ministries, is required of members of these bodies.

	EDUCATION POLICY MANUAL
Category:	**SOCIETY GOVERNANCE**
Regulation:	**106**
Approved Date:	**August 10, 1998**
Revised Date:	**Revised**
Page:	1 of 2

CODE OF ETHICS FOR CATHOLIC INDEPENDENT SCHOOLS BOARD AND SCHOOL COUNCIL MEMBERS

REGULATIONS:

As a member of a Catholic School Council, I will

1. acknowledge that Catholic schools are a significant expression of the teaching mission of the Catholic Church and function within its structure;

2. provide witness to the Catholic community by active participation in the communal life of a parish, and by a personal lifestyle that reflects the teaching of the Church;

3. endeavour to become more knowledgeable about Catholic education, its mission, and educational and religious goals;

4. provide the best possible Catholic education according to the programs approved by the Canadian Conference of Catholic Bishops and the provincial Ministry of Education;

5. recognize the need for continuous education about my responsibilities and know that I do not represent the council officially unless explicitly authorized to do so.

6. Be fully prepared for each meeting by doing the required readings and completing necessary tasks for committee work and reports.

7. attend regular, extraordinary, and committee meetings of the council and participate in discussions and decisions to the best of their ability;

8. share and utilize their knowledge and experience for the betterment of the Council and the school as a whole;

9. be alert to alternate solutions to problems and keep an open mind.

10. Be loyal to council decisions even when personally differing from the final recommendations and decisions;

11. strictly ensure the confidentiality of the Council and all matters dealt with “In Confidence”;

12. be familiar with and comply with the mandate, policies, and bylaws of the local school council;

13. ensure the affairs of the council are conducted with openness, justice, and compassion;

14. ensure that all complaints are to be made directly to the person involved and if to the council, in writing to the Chairperson;

15. support and recognize the Principal as the chief administrator of the day to day operation of the school and avoid intruding into administrative detail unless requested to do so;

16. Pray often for other members of the Council, Catholic schools, and the community they serve;

17. Complete an authorization form for a Criminal Records Search;

18. Disqualify myself from all discussion and voting on any issue where there is a conflict of interest with my family or business interests or if the outcome will grant me any pecuniary or material benefits. If and when such an issue arises I shall excuse myself from that part of the meeting that deals with such issues. My exclusion will be requested to be recorded in the minutes.

	EDUCATION POLICY MANUAL
Category:	**SOCIETY GOVERNANCE**
Policy:	**107**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	
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DELEGATION REPRESENTATION TO CISPG BOARD OF DIRECTORS OR LOCAL SCHOOL COUNCILS

Policy 107

The local school council meetings are open to the public and opportunities are available for individuals or groups to make representation to the council through a presentation of a written text. Such presentations must be in accordance with the attached regulations.

The Board of Directors of CISPG Society will entertain written presentations at its regular meetings provided such presentations are made within the regulations governing this policy.

Reason for Policy

The local school council, as a matter of principle, is very interested in becoming informed regarding the views of individuals, or delegations of stakeholders on educational matters at public meetings provided written texts are provided in advance.

Reference: Regulation 107

	EDUCATION POLICY MANUAL
Category:	**SOCIETY GOVERNANCE**
Regulation:	**107**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	
Page:	1 of 1

DELEGATION REPRESENTATIONS TO CISPG BOARD OF DIRECTORS OR LOCAL SCHOOL COUNCILS

Regulations

1. Delegations to appear must:

   1.1 notify the Superintendent of Schools or Principal in writing at least one week prior to the meeting date.
   1.2 name the spokesperson and subject presentations.
   1.3 present a written statement in advance for circulation with the agenda.

2. A delegation, which presents itself at a meeting without prior notice, will be scheduled to appear at the next regular meeting.

3. The chairperson of the council/CISPG Board will be responsible to initiate and close the delegation representation process.

4. Normally the council/CISPG Board will only seek clarification on issues raised. A response will be provided, in writing, at a later date, usually prior to the next regular meeting.

5. The chairperson will not entertain any debate on the issue between members of council/CISPG Board and the presenters.

6. Delegations will be limited to a spokesperson and two (2) supporters.

	EDUCATION POLICY MANUAL
Category:	**ADMINISTRATION**
Policy:	**108**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	
Page:	1 of 1

THE SUPERINTENDENT OF SCHOOLS: HIRING

Policy 108

The Board of Directors and the Bishop hire The Superintendent of Schools.

Reason for Policy

The person holding the position of Superintendent of Schools is directly responsible to the Bishop and the Board of Directors for the educational and professional administration of the Catholic Independent Schools of the Diocese.

Reference: Regulation #108

	EDUCATION POLICY MANUAL
Category:	**ADMINISTRATION**
Regulation:	**108**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	
Page:	1 of 1

THE SUPERINTENDENT OF SCHOOLS: HIRING

Regulation

1. **With respect to the qualifications for the Superintendent of Schools**

   The following minimum qualifications will be required for candidates for the position of Superintendent of Schools:

   1.1 practising Catholic;
   1.2 graduate degree in educational administration or equivalent;
   1.3 at least five (5) years administration experience at school or district level in a Catholic school system;
   1.4 demonstrated commitment to the aims and goals of Catholic education.

2. **With respect to the appointment of the Superintendent of Schools**

   The appointment is the responsibility of the Board of Directors who will:

   2.1 review the role of the Superintendent of Schools;
   2.2 prepare and place initial advertisements in Catholic and secular press;
   2.3 appoint a selection committee which will:

      2.3.1 prepare a suitable short-list of qualified candidates;
      2.3.2 check references
      2.3.3 prepare for the interviewing of the short-listed candidates;
      2.3.4 interview the candidates;
      2.3.5 present the name of the successful candidate to the Board of Directors for approval;
      2.3.6 finalize contractual arrangements and appointment;
      2.3.7 notify unsuccessful candidates.

	EDUCATION POLICY MANUAL
Category:	**ADMINISTRATION**
Policy:	**109**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	
Page:	1 of 1

SUPERINTENDENT OF SCHOOLS: APPRAISAL

Policy 109

The Bishop of the Diocese of Prince George will be responsible for the appraisal of the Superintendent of Schools.

Reason for Policy

Regular evaluation of the Superintendent of Schools will ensure that the objectives of CISPG Society are being met. Further, regular review of the Superintendent's performance ensures that expectations are clearly understood and that areas of strength are recognized and areas requiring attention are identified.

SUPERINTENDENT DESIGNATE

Policy 110

Rationale

In the event of a ***short term absence*** of the Superintendent of Schools a 'Superintendent Designate' will be appointed to fill in.

Policy:

The Superintendent Designate must:

1. be a BC certified teacher
2. be an experienced principal (former or current) of CISPG in good standing
3. have training and experience with Safe Schools
4. be knowledgeable of and able to implement the policies of the CISPG Board
5. have credibility with the CISPG Board, Pastors and Principals

Duties are as follows:

1. Communicate with schools regarding any emergency situations.
2. Handle all press related communication.
3. Liaison with Superintendent.

The Superintendent Designate will receive a daily stipend in addition to their regular salary amount.

	EDUCATION POLICY MANUAL
Category:	**ADMINISTRATION**
Policy:	**118**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	
Page:	1 of 1

ADMINISTRATIVE COUNCIL

Policy 118

The CISPG Board of Directors advocates regular meetings of the administrative council from which the CISPG Board of Directors can expect the Superintendent of Schools and the Director of Instruction to bring recommendations on such matters as general administration, curriculum, instruction, and student welfare.

Reason for Policy

As the leaders within the schools the administrators are a valuable resource to the CISPG and serve as an advisory committee to the Society. The Society recognizes the need for the principals of the Diocese to meet on a regular basis to discuss similar issues, and to foster communication.

Reference: Regulation 118

	EDUCATION POLICY MANUAL
Category:	**ADMINISTRATION**
Regulation:	**118**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	
Page:	1 of 1

ADMINISTRATIVE COUNCIL

Regulations

1. **The administrative council will be responsible for the following:**

   1.1 to initiate, revise, or review policy statements and guidelines, which have a common application throughout the CISPG schools, and to submit such policies to the CISPG Board through the Superintendent of Schools.
   1.2 to consider the effectiveness of the total educational program and recommend steps that could be taken to promote improvements.
   1.3 to facilitate the co-ordination of educational activities between the schools within the Diocese.
   1.4 to carry out professional activities aimed at developing administrative skills among the members.

2. **With respect to membership of the administrators' council:**

   2.1 The membership of the administrators' council will include:

      2.1.1 all principals;
      2.1.2 the Director of Instruction;
      2.1.3 the Superintendent of Schools.

   2.2 It is expected that the principals will attend all meetings.

3. **With respect to the meetings of the council:**

   3.1 The council will meet three (3) times on a regular basis per year.
   3.2 The Director of Instruction or designate will chair the meetings.
   3.3 The Executive Assistant of the Superintendent of Schools and Director of Instruction will record the business of the meetings.
   3.4 Agenda items may be forwarded by any member one (1) week prior to the meeting.
   3.5 Items should be provided as early as possible to the Director of Instruction in order that such items can be dealt with on the agenda.
   3.6 Copies of the agenda will be forwarded to each member prior to the meeting.
   3.7 The outcome of the meetings will be sent to all members along with an action sheet if follow up action is to occur.

	EDUCATION POLICY MANUAL
Category:	**SOCIETY GOVERNANCE**
Policy:	**120**
Approved Date:	**August 21, 1995**
Revised Date:	**January 1, 2005** **November 5, 2007** **January 13, 2012**
Page:	1 of 1

TRAVEL EXPENSE REIMBURSEMENT

Policy 120

Representatives of the CIS Board of Directors and Directors shall be reimbursed for reasonable out of pocket expenses incurred when travelling and working on CIS business. Representatives of the CIS Board of Directors shall include central office administrators and others who are approved by the Superintendent of Schools for specific tasks.

Note: School Councils may develop their own Local Policy for Employee Travel Expenses.

Reference: Regulation 120

	EDUCATION POLICY MANUAL
Category:	**SOCIETY GOVERNANCE**
Regulation:	**120**
Approved Date:	**August 21, 1995**
Revised Date:	**January 1, 2005** **November 5, 2007** **January 13, 2012**
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Regulations:

1. Reimbursement rates shall be established by the CIS Board of Directors at the first meeting after September 1st.

2. Rates approved become effective ***immediately***.

3. Claims should be submitted on a current basis.

4. Claims shall be on the CIS form to which is attached appropriate receipts and documentation. Claim sheets must be signed by the claimant.

5. Advances for registration, accommodation, and transportation may be approved by the Superintendent of Schools. (Remove the following – ***up to 75% of identifiable costs).***

Procedures:

These procedures do not preclude the establishment of mutually agreeable rates of travel reimbursement for attendance at professional development activities.

1. Accommodation

When a representative, or director is required to travel on CIS business and overnight accommodation is necessary, the recovery of costs may be claimed as outlined on the approved rate schedule.

2. Meals and Incidental Expenses

A representative or director may claim the currently approved rate upon submission of receipts and the employee will be compensated for expenses incurred to the maximum allowed in the schedule of approved rates.

Meals may be claimed as follows:

Day of departure
- To claim breakfast – depart from home/work before 7:00 am
- To claim lunch – depart from home/work before 11:00 am
- To claim dinner – depart from home/work before 6:00 pm

On day of return
- To claim breakfast – arrive at home/work after 7:00 am
- To claim lunch – arrive at home/work after 12:00 noon
- To claim dinner – arrive at home/work after 7:00 pm

A claim for incidental expenses as outlined in the approved schedule will be paid for each night that the representative or director claims overnight accommodation.

3. Travel

The most economical mode of transportation shall be used unless otherwise approved by the Superintendent of Schools. Automobile rental may be approved subject to pre-authorization by the Superintendent of Schools.

4. Vehicle Expenses

When private vehicles are used, compensation will be based on map distances in the schedule of rates. Ferry costs and tollbooth charges are costs that require a receipt.

When private vehicles are used in lieu of air transportation meals and accommodation en route will be paid for a one 24-hour period.

5. Hospitality Expenses and Meeting Costs

Hospitality and entertainment of guests are the responsibility of the Superintendent of Schools. The Superintendent of Schools may delegate this responsibility from time to time. This type of hospitality is used nominally and is usually extended to maintain positive relations.

Meeting costs represent coffee, tea, light lunches, and/or snacks associated with meetings within the CIS jurisdiction.

6. Approvals

All approved expenses for hospitality or claims in excess of rates or car rentals requires approval from the Superintendent of Schools.

Travel claims and advances must be approved by the Superintendent of Schools and the Superintendent of Schools' claim must be approved by the Bishop or delegate.

Receipts are required for accommodation, business telephone calls, hospitality, car rental, airport/hotel parking, air travel, and ground transport.

In the absence of receipts for meals and/or ground transportation, approved rates will apply.

Within the Diocese

Destination	KM/Round Trip	***$.46/KM***
Burns Lake	458	***210.68***
Dawson Creek	806	***370.76***
Fraser Lake	300	***138.00***
Fort St. John	952	***437.92***
Hazelton	884	***406.64***
Houston	620	***285.20***
Kitimat	1270	***584.20***
Prince Rupert	1446	***665.16***
Smithers	748	***344.08***
Terrace	1150	***529.00***
Vanderhoof	200	***92.00***

Destination Outside of the Diocese

Destination	KM One Way	KM Round Trip	***$ .46/KM***
Calgary	793	1,586	***729.56***
Edmonton	738	1,476	***678.96***
Kamloops	529	1,058	***486.68***
Kelowna	692	1,384	***636.64***
Penticton	751	1,502	***690.92***
Quesnel	123	246	***113.16***
Seattle	902	1,804	***829.84***
Vancouver	798	1,596	***734.16***
Vernon	645	1,290	***593.40***
Victoria	829	1,658	***762.68***
Williams Lake	240	480	***220.80***

NOTE:
Travel out of the Diocese: Where economy air fare plus ground transportation are cheaper than the approved rates for personal vehicle travel the representative or director shall be reimbursed the lower of the two sums if a personal vehicle is used. This will be based on a 10-day advance booking rate for air fare.

	EDUCATION POLICY MANUAL
Category:	**SOCIETY GOVERNANCE**
Regulation:	**120**
Approved Date:	**August 21, 1995**
Revised Date:	**January 1, 2005** **November 5, 2007** **January 13, 2012**
Page:	4 of 4

Schedule of Approved Rates

Meals	**Maximum with No Receipt**	**Maximum for Receipted Expenses**
1. Each full day	***$56.00***	***$67.00***
2. Partial days		
– Breakfast	***13.00***	***15.00***
– Lunch	***17.00***	***20.00***
– Dinner	***26.00***	***32.00***

Incidentals ***$ 10.00 Max***

Accommodation 1. by receipt
2. private accommodation $25.00

Vehicle Expenses ***$.46*** cents/km

Ground Transportation
In absence of receipts a max of $15.00/round trip
Parking - $8.00/day

Receipts presented for repayment will be honoured only to the maximum allowable inclusive of all taxes.

CATHOLIC INDEPENDENT SCHOOLS

DIOCESE OF PRINCE GEORGE

EXPENSE CLAIM FORM

for SINGULAR Reimbursements

Policy No. 120

Date of Travel (mo/day/yr)	
Details of Travel	_____ _____ _____ _____

DATE(S)	INCURRED EXPENSES	AMOUNT
	Air Fare	
	Kms (fuel etc.) **(_____km x _____/km)**	
	Housing	
	Meals	
	Tolls	
	Taxi	
	Parking	
	Incidentals	
	TOTAL :	

Name			
Address			
Phone			
Remarks (if any)			
Claimant's Signature		**Date Submitted**	
Signature for Approval		**Date Approved**	

	EDUCATION POLICY MANUAL
Category:	**SOCIETY GOVERNANCE**
Policy:	**121**
Approved Date:	**26 April 2004**
Revised Date:	
Page:	1 of 1

PERSONAL INFORMATION PRIVACY POLICY

Policy 121

Safeguarding personal information of parents, students and staff is a fundamental concern of Catholic Independent Schools. CIS is committed to meeting or exceeding the privacy standards established by British Columbia's Personal Information Protection Act (PIPA).

Reference: Regulation 121

	EDUCATION POLICY MANUAL
Category:	**SOCIETY GOVERNANCE**
Regulations:	**121**
Approved Date:	**26 April 2004**
Revised Date:	
Page:	1 of 2

PERSONAL INFORMATION PRIVACY POLICY

Regulations:

1. In pursuit of this objective Catholic Schools in the Diocese of Prince George will maintain policies which conform to the requirements of PIPA.

2. Catholic Schools in the Diocese of Prince George will develop privacy policies based on the model policies prepared by the Federation of Independent Schools Associations, which are attached to this policy. They are:

   2.1 'Personal Information Privacy Policy for Parents and Students'.
   2.2 'Personal Information Privacy Policy for Employees and Volunteers'.

3. In developing School based Privacy Policies schools may insert school specific information in the designated places as follows:

   3.1 PERSONAL INFORMATION PRIVACY POLICY FOR PARENTS AND STUDENTS

   Page 1 – Name and address of School
   Page 4 (i) – Name and address of Privacy Officer
   Page 4 (ii) – Review list of purposes and add if necessary
   Page 5 (i) – Review list of purposes and add if necessary
   Page 5 (ii) – Add one or more of the type of information, which is collected
   Page 6 (i) – Review list to ensure disclosures are applicable
   Page 6 (ii) – Review list to ensure disclosures are applicable
   Page 6/7 – Consider example
   Page 9 – Use sample language on Employee and Volunteer Forms
   Page 10 – (i) use if applicable
   Page 10 – (ii) Use sample language on Registration Forms
   Page 10 – (iii) consider other forms

3.2 PERSONAL INFORMATION PRIVACY POLICY FOR EMPLOYEES AND VOLUNTEERS

Page 1 – Name and Address of School
Page 4 (i) – Name and Address of Privacy Officer
Page 4 (ii) – Review list of purposes and add if necessary
Page 5 (i) – Review list of purposes and add if necessary
Page 5 (ii) – Add one or more of the type of information, which is collected
Page 6 (i) – Review list to ensure employee disclosures are applicable
Page 6 (ii) – Review list to ensure volunteer disclosures are applicable
Page 6/7 – Consider example
Page 9 – Include the sample language on Employee and Volunteer Forms

4. Access to Policy

4.1 A copy of the School's Personal Information Privacy Policy should be distributed to all members of staff and volunteers.
4.2 A copy of the School's Personal Information Privacy Policy should be made available to parents who request a copy.
4.3 A copy of both of the above policies should be filed with the Superintendent of Schools.

5. Individual School Policy

5.1 When individual School booklets have been completed a copy of both the Parents/Students booklet and the Employees/Volunteers booklet will be given to the CIS Office.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Policy:	**201**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	**Working Policy Sept 9, 2002**
Page:	1 of 1

LOCAL SCHOOL COUNCILS: ROLE

Policy 201

Each Catholic School under the authority of Catholic Independent Schools may have a School Council, which will assume authority at the local level for those areas of governance delegated by the Board of Directors and in accordance with the Constitution and Bylaws of the CISPG and the policies and regulations of the Board of Directors. Notwithstanding the foregoing two or more schools may be under the local authority of one school council or a Regional School Council.

Reason for Policy

The policies of CISPG allow for the delegation of authority to the local School Councils. The principle of subsidiarity acknowledges that the decision-making process should be influenced by those responsible for implementing the decision and those who are affected by the implementation.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Policy:	**203**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	**Working Policy Sept 9, 2002**
Page:	1 of 1

LOCAL SCHOOL COUNCILS: ELIGIBILITY

Policy 203

Each school council must have a minimum of six elected members from the parish. To become a member of the Local School Council interested candidates must meet the following criteria:

Eligibility of Membership

The nominee to the local school council or person seeking election to the council must:

- Be a good practicing Catholic;
- Be nineteen years of age or older;
- Be an active supporter of Catholic education;
- Be an active member of the parish or parishes which support the school;
- Be approved by the pastor prior to entering the election;
- Not be an employee or a spouse of an employee of CIS, or any school council;
- Be available for regular and committee meetings of the council held monthly;
- Work under the guidelines of CISPG;
- Complete a nomination form which requires the nominee's, nominators', and pastor's signatures;
- Take the Oath of Office, if elected.
- If married, provide a valid certificate of marriage within the Catholic Church

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Policy:	**204**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	
Page:	1 of 1

LOCAL SCHOOL COUNCILS: MEETINGS

Policy 204

An annual general meeting of the local school council shall be held each year. School councils in the same region should establish a similar time for the annual meeting.

Regular monthly meetings of the school council should be held during each month that the school is operational.

Half of the voting members of the school council will constitute a quorum.

Reason for Policy

The annual general meeting provides an opportunity for the council to report its activities to the local community and for the election of new members.

Effective and efficient monthly council meetings can energize, focus and provide significant opportunities, not only in the life of individual council members, but also in the life of the school itself.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Policy:	**205**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
Page:	1 of 1

DEVELOPMENT OF A LOCAL SCHOOL COUNCIL OPERATING POLICY

Policy 205

A local school council may issue regulations covering the operation of the school provided such policies are consistent with:

a. the teaching of the Catholic Church;
b. Independent School Act and Ministry of Education policies and regulations;
c. policies and regulations approved by CIS Board of Directors of the Diocese of Prince George;
d. current terms and conditions of employment for school employees and/or collective agreement where the latter exists;
e. the Teachers' Employment Plan

Reason for Policy

In order to best serve members of the local school community, and in keeping with the principles of subsidiarity and collaboration, it is appropriate and often necessary for local school councils to develop policies relating to the operation of the local school.

This provides opportunity for members of the local school community to collaborate in the formation of local policy directives.

The procedure for the development of local school policy parallels that at the diocesan level. The school principal assumes the responsibilities assigned by the Superintendent of Schools (i.e. drafting the policy statement, researching the background, formulating administrative regulations and procedures once the policy is approved).

Reference: Regulation #205

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Regulation:	**205**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
Page:	1 of 1

DEVELOPMENT OF LOCAL SCHOOL POLICY

Regulations:

1. The local school council may assign a committee to research issues inherent in proposed policy; the committee submits the proposal to the full council for analysis and approval.

2. The following outline identifies the steps involved in the policy-making process:

   - identification of need (PIN)
   - collection of data (by committee)
   - preparation of draft policy with rationale (principal)
   - check legality
   - submission of draft policy to full council
   - first reading (committee explains policy to council)
   - consultation as required (Superintendent of Schools, parents, teachers, parish etc.)
   - second reading (council discusses and votes on policy);
   - approval by Superintendent of Schools or Board of Directors
   - third reading and vote by council
   - promulgation (council and principal notifies the community of the policy and
   - evaluation (council and principal periodically review progress of the policy.

3. The school council may assign one or more persons who know the council's thinking and respects the council's responsibility to write policy. The policy writer states the intent of the policy in simple, non-ambiguous language. In practice this is usually the school principal.

4. Not all perceived needs will require policy. Policy should be written in order to:

   -underscore a goal deemed significant;
   -modify or shape a broader policy or regulation to the local situation;
   -make certain that an issue is known to the local school community; and
   -emphasize unique aspects of the local school

5. The development and evaluation of school policy are the council's responsibility. It is not the council's responsibility to question each action of the principal nor is it proper for council to set forth in detail how the principal should administer the school or implement the policy.

6. A well-organized policy manual will assist councils in writing new policy that does not conflict with or contradict existing or previous policy. Ideally, this manual is in the form of a loose-leaf binder for ease of adding policy and for revisions. Each policy is typed and appears in its appropriate section.

7. Where regulations are required these should be inserted immediately behind the appropriate policy.

8. Local School Council policies must be approved by the Board of Directors when such policies have ramifications beyond the local school or are contradictory to CIS policy.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Policy:	**206**
Approved Date:	**November 25, 2008**
Revised Date:	
Page:	1 of 1

PARENT SUPPORT GROUPS

Policy 206

Principals and School Councils are encouraged to promote the formation of Parent Support Groups. Such groups are to be guided by a constitution and a set of bylaws which identify and emphasize its supportive function to the school and School Council. Historically, parent support groups have undertaken both small and major fundraising activities. It is essential that the use of funds thus generated be a cooperative undertaking by the Parent Support Group, the school Principal, and the School Council who will have established a priority list for the needs of the school. A separate account must be set up for money coming through Direct Access Grants and dollars that originate from provincially operated gaming accounts. In order to promote a close working relationship between the Parent Support Group and the school, it is suggested that at least one meeting per school term be planned with the Principal, Chair of the Parent Support Group and the School Council Chair.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Policy:	**207**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	**June 9, 2003, January 21, 2016 April 3, 2018**
Page:	1 of 1

BUSINESS PROCEDURES: SCHOOL BUDGET

Policy 207

Rationale
In order to ensure good fiscal practice, all CISPG schools will submit an annual budget.

The annual school budget is an estimate of the annual financial resources and commitments of the school and it is an essential tool for the successful operation of the school. In addition, school budgets provide CISPG with data required to prepare its preliminary budget in June and its final budget in the Fall.

Policy
CISPG School Councils will submit a draft preliminary and a final budget annually.

Procedures
School Councils will submit their preliminary yearly budgets, on the prescribed budget format spreadsheets, to the CISPG Finance Officer by May 31st each year. School Councils will submit their final yearly budgets, on the prescribed budget format spreadsheets, to the CISPG Finance Officer by October 30th each year.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Policy:	**208**
Approved Date:	**February 19, 2003**
Revised Date:	
Page:	1 of 1

BUSINESS PROCEDURES: BRIDGE FINANCING

Policy 208

The Board of Directors of Catholic Independent Schools encourages all school councils to carefully budget their revenue to meet the expenditures of operating the school within a balanced budget. Notwithstanding this mandate, the Directors recognize that because of the timing of the funding available to the schools from government, shortfalls in cash flow may occur in some situations where sufficient funds have not been accumulated to cover the period prior to funds being received at the end of January. If such situations are expected to occur, the Pastor and his School Council must prepare documents to support an application for Bridge Financing from the Diocesan Development Fund in accordance with the regulations attached to this policy.

Reason for Policy

Bridge Financing is the product of a process of careful and detailed preparation of financial information to support an application to the Diocesan Development Fund (DDF) for short term financial assistance to meet the expenditures incurred between the depletion of existing reserves and the receipt of new funding allocations, which begin February 1st of the school year. Applications for Bridge Financing are serious loan documents that require specific repayment terms with interest.

The need for Bridge Financing is a signal of concern to prompt a detailed and careful review of the school's budgeting and financial management. Cash shortfalls are indicative of the need to monitor and adjust revenue and expenditures during changing conditions over short and longer terms. Serious cash flow problems do not occur without the presence of noticeable indicators of an impending problem. Serious cash flow problems must be addressed locally as soon as possible to prepare the necessary documentation that is required to obtain a Bridge Financing loan from the Diocesan Development Fund Board of Directors.

Reference: Regulation #208

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Regulation:	**208**
Approved Date:	**February 19, 2003**
Revised Date:	
Page:	1 of 1

BRIDGE FINANCING

Regulations:

1. Bridge Financing will only be considered if the school's budget is balanced. Deficit budgets will not be considered.

2. Bridge Financing requires a complete application inclusive of all supporting documentation and appropriate signatures. All loan applications must be signed by the Pastor prior to processing. The following documents must be included with the application:

    - Annual operating budgets (cannot be deficit budgets) for each of the next three years.
    - Monthly cash flow for the first year.
    - Most recent year-end financial statements (ie. June 30th).
    - Most recent year to date financial statements.
    - A refined spreadsheet identifying all staffing costs inclusive of qualifications, experience, salary and benefits, and employer costs.
    - Any other information that may be deemed necessary to the processing of the application.
    - Any incomplete applications will be returned to the school for completion prior to processing.

3. Bridge Financing Applications including all documents and signatures must be submitted to the Superintendent of Schools no later than March 15th of the preceding school year.

4. The Superintendent will review the documents with the Finance Department prior to the application being presented to the CIS Board of Directors for review and approval for consideration. More information may be requested from the School to support the application.

5. The Superintendent will work with the Pastor, School Council and Staff to facilitate a detailed and careful review of the school's budgeting and financial management.

6. The Superintendent will have the loan applications, the CIS Board of Directors recommendation, and the findings of the school's budgeting and financial management review ready to present to the Diocesan Development Fund Board of Directors no later than May 1st of the preceding school year.

7. The Bishop must sign approval for review by the DDF Board.

8. The final loan agreement must be signed by the Pastor.

9. Loan repayments must be made to the DDF within one week of receiving the Provincial Government Grant funds.

Note: Capital Loans – Please use the information in the Diocesan Administrative Reference Manual for information and forms.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Policy:	**210**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
Page:	1 of 1

BUSINESS PROCEDURES: FINANCIAL ACCOUNTING

Policy 210

Each school council will maintain financial records in accordance with the policies, regulations, and directives of CISPG Board of Directors.

Reason for Policy

Schools are responsible for their financial management that entails keeping records of all financial transactions, restricting spending to approved budgetary limits, and preparing their financial records for an annual audit and annual budget.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Policy:	**212**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date: **Updated:**	**November 14, 2005** **September 22, 2014**
Page:	1 of 1

BUSINESS PROCEDURES: AUTHORIZED SIGNATURES

Policy 212

The CISPG Board of Directors has delegated the authority to sign cheques on behalf of the local school council to the pastor, the school principal and other school council members who have been authorized by resolution of the council. Authority to sign cheques is governed by Diocesan policy.

Reason for Policy

The efficient operation of the local school council's business is supported by the designation of signing authorities for banking purposes.

Reference: Regulation 212

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Regulation:	**212**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	**November 14, 2005**
Updated:	**September 22, 2014**
Page:	1 of 1

BUSINESS PROCEDURES: AUTHORIZED SIGNATURES

Regulations

1. The signatures of two (2) of the following are required to sign on all bank-related documents or school council cheques.

   1.1 local Pastor
   1.2 local school council chairperson
   1.3 local school council vice-chairperson
   1.4 local school council treasurer
   1.5 local school principal

2. This excludes the signing of any loan documents or those documents that are the responsibility of the Bishop of the Diocese of Prince George.

3. The names of signatories must be submitted to the Superintendent of Schools once they are designated no later than September 30th and following anytime a new signatory is added.

4. All signing authority is governed by Diocesan Policy.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Policy:	**215**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
Page:	1 of 1

BUSINESS PROCEDURES: FINANCIAL REPORTS AND STATEMENTS

Policy 215

Local school councils are required to prepare financial reports and statements in accordance with policies, regulations, and directives of the CISPG Board of Directors.

Reason for Policy

Local school councils are required to prepare monthly financial statements that clearly show funds expended and funds remaining in each of the diocesan approved accounts in order to adequately manage finances.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Policy:	**218**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
Page:	1 of 1

BUSINESS PROCEDURES: OVERDUE ACCOUNTS

Policy 218

Local school councils will develop procedures for the collection of delinquent accounts.

Reason for Policy

Local school councils require that each family attending a school pay the tuition unless arrangements have been made to partially reduce the fees through work, bursaries, parish subsidy, or other means. The local school council should have a committee of lay people whose responsibility it is to resolve this issue for all concerned.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Policy:	**220**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
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BUSINESS PROCEDURES: PURCHASING PROCEDURES

Policy 220

The school principal is authorized, subject to the requirements of the law and CISPG policy, to purchase materials, supplies, equipment, and services to the extent of the authorized annual school budget.

Reason for Policy

The school principal is considered the manager of the school; and thus is given the responsibility for the purchase of materials, supplies and services, subject to the limits of the approved annual budget.

Reference: Regulation 220

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Regulation:	**220**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
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BUSINESS PROCEDURES: PURCHASING PROCEDURES

Regulation

The purchasing of goods, materials, equipment, supplies, and services must conform to the following:

1. The above items must meet the safety standards required by legislation or as required by health and safety standards.
2. Quality and price as well as being acceptable to use in a working with children environment shall be considered when purchasing items or services.
3. Purchases must comply with Diocesan policy regarding spending limits that require the completion of Diocesan forms and the signature and approval of the Bishop.
4. Approval to purchase items for reimbursement must be authorized in advance of the purchase by the Principal of the school.
5. Unauthorized purchases are the liability of the purchaser.

v

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Policy:	**225**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
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BUSINESS PROCEDURES: SALARY DEDUCTIONS

Policy 225

Fees and dues will be deducted and remitted on behalf of employees as required by legislation.

Where the deduction is not mandatory under legislation or agreement, the employee's written authorization will be obtained prior to the deduction being in effect.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Policy:	**226**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
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BUSINESS PROCEDURES: SCHOOL COUNCIL TRAVEL EXPENSES

Policy 226

Teachers, support staff, principals, and members of local school councils who are required to travel on school or school council business shall be reimbursed for reasonable out of pocket expenditures in accordance with the following guidelines:

Reference: Regulation 226

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Regulation:	**226**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
Page:	1 of 1

BUSINESS PROCEDURES: SCHOOL COUNCIL TRAVEL EXPENSES

Guidelines and Regulations:

1. Local School Councils shall establish and set a budget to meet the anticipated travel needs of teachers, support staff, Principal and council members.

2. Reimbursement of expenses may cover accommodation, meals, and vehicle gas and oil.

3. Reimbursement of travel may be approved on a kilometer rate or ticket rate of bus, plane or train where available.

4. Reimbursement of expenses should be on a current basis.

5. Claims should be submitted along with receipts on the standard form

6. Expense claims from teachers and support staff must be authorized and approved by the Principal prior to submission.

7. Principal claims must be submitted and approved by the Chairperson of the Council.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Regulation:	**226**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
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Date of Travel (mo/day/yr)		
Details of Travel		
DATE(S)	**INCURRED EXPENSES**	**AMOUNT**
	Air Fare	
	Kms (fuel etc.) (_____km x _____/km)	
	Housing	
	Meals	
	Tolls	
	Taxi	
	Parking	
	TOTAL :	

Name			
Address			
Phone			
Remarks (if any)			
Claimant's Signature		**Date Submitted**	
Signature for Approval		**Date Approved**	

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Policy:	**227**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
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BUSINESS PROCEDURES: BENEFIT PROGRAMS

Policy 227

In addition to participation in those programs required by law, CISPG Board of Directors recognizes the need for local school councils to provide health, leave, and retirement benefits to their employees through participation in benefit plans wherein there may be cost sharing of premium between the council and employees.

The CISPG Board of Directors believes that provision for benefit programs contribute positively to employee well being and positively impact future job preference. Health, leave, and retirement benefits provide employees an expanded range of employment and staff development opportunities.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Policy:	**230**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
Page:	1 of 1

BUSINESS PROCEDURES: TUITION FEES

Policy 230

Local school councils will review the tuition fee structure annually and establish rates for the following school year.

Reason for Policy

Due to the differing needs of individual schools, local school councils will review and set annual tuition rates. In establishing rates councils are encouraged to base their need on local socioeconomic conditions and some comparative analysis with other similar schools and communities. Councils are encouraged to plan small tuition increases over a number of years rather than no increases followed by a large increase in one (1) year.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Policy:	**238**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
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BUSINESS PROCEDURES: AUDITED FINANCIAL STATEMENTS

Policy 238

School financial statements shall be audited annually and a copy forwarded to the Superintendent of Schools, CISPG.

Reason for Policy

Audited per pupil costs are required by the Ministry of Education as one of the conditions of funding. In addition, the nature and size of the financial operation and activities in the school require that checks and balances are in place to ensure funds are accounted for and expended in accordance with policies of the Ministry of Education, the CISPG, and the local school council.

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Category:	**SCHOOL COUNCIL**
Policy:	**242**
Approved Date:	**Working Policy Sept 9, 2002**
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BUSINESS PROCEDURES: INVENTORY RECORDS

Policy 242

Each school shall maintain an inventory record of all equipment and furniture and the principal shall be responsible for an annual review and update of the inventory. Further, if the inventory changes significantly the principal shall inform the Superintendent of Schools in order that adequate insurance coverage is in place.

Reason for Policy

Inventories provide essential information for planning, budgetary, and insurance purposes.

Reference: Regulation 242

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Regulation:	**242**
Approved Date:	**Working Policy Sept 9, 2002**
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BUSINESS PROCEDURES: INVENTORY RECORDS

Regulations

1. The school principal shall develop procedures for providing an annual inventory of equipment and furniture within his/her school.

2. The inventory shall be recorded on diocesan forms supplied by CISPG.

3. A copy of the inventory shall be forwarded annually to the Superintendent of Schools at the end of each school year.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Policy:	**245**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
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BUSINESS PROCEDURES: PETTY CASH ACCOUNTS

Policy 245

CISPG Board of Directors recognizes that all financial transactions cannot be identified in advance because of the emergent nature of the day-to-day operation of a school. To facilitate small purchases of goods and services local school councils are encouraged to provide the principal with an appropriate petty cash account.

Reason for Policy

Small purchases that may be required on a day-to-day basis should be paid for out of petty cash rather than using a cheque process, which is inefficient, and not cost effective. Petty cash is for purchasing of items which usually cost less than twenty-five dollars ($25.00) per unit.

Reference: Regulation 245

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Category:	**SCHOOL COUNCIL**
Regulation:	**245**
Approved Date:	**Working Policy Sept 9, 2002**
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PETTY CASH ACCOUNTREGULATIONS:

1. The minimum level of petty cash shall not be less than:

1.1	1-100 students	$200.00
1.2	101- 150 students	$300.00
1.3	151- 250 students	$400.00
1.4	251 plus students	$3.00 per student.

2. Petty cash accounts are not monthly entitlements but are to be used as the need arises.

3. All monies expended through petty cash accounts must be receipted and be charged against the proper line item of the budget.

4. Petty cash cannot be used for the purchase of capital items.

5. Each month the petty cash account should be balanced and submitted in order that unexpended funds are deposited, receipts are properly entered by the bookkeeper and a new petty cash allotment is provided to the principal for the month.

6. If petty cash is depleted prior to month end an additional petty cash advance should be made once the accounting is completed on the depleted amount.

7. All petty cash accounts must be cleared at the end of June each year.

8. All petty cash accounts are the responsibility of the principal who is accountable for safekeeping.

9. Petty cash accounts are subject to audit at any time.

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Category:	**SCHOOL COUNCIL**
Policy:	**246**
Approved Date:	**Working Policy Sept 9, 2002**
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BUSINESS PROCEDURES: AUDITORS

Policy 246

The CISPG Board of Directors recognizes that in accordance with the requirements of the Ministry of Education and the Societies Act of BC an annual audit by a chartered accountant firm is required. To maintain the most reasonable cost the auditor services shall be tendered every three (3) years.

Reason for Policy

The Board of Directors requires the services of an auditor to meet statutory conditions as a Society. The auditor appointed should have a (3) three-year appointment prior to review thus allowing the Society the opportunity to review the service, as well as, the costs.

Reference: Regulation 246

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BUSINESS PROCEDURES: AUDITORS

Regulations:

Guidelines

1. Auditor services will be reviewed every three (3) years.

2. Administration will prepare a list of accounting and auditing requirements for the Society inclusive of time guidelines.

3. The audit service requirements will be sent to at least three (3) preferred firms for a quote on the services required. One of the firms will be the incumbent firm.

4. The Board of Directors will appoint the auditor of its choice once the Board has reviewed the tenders.

5. The auditor competition must be completed by May 31st with the selected auditor being responsible for the year commencing on July 1st.

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Category:	**SCHOOL COUNCIL**
Policy:	**250**
Approved Date:	**Working Policy Sept 9, 2002**
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BUSINESS PROCEDURES: CONTRACTS AND AGREEMENTS OF THE BOARD OF DIRECTORS

Policy 250

The CISPG Board of Directors recognizes that from time to time legal contracts and agreements are entered into in order to achieve a service or consideration. While the Board recognizes that its interests must be protected in all contracts, it further recognizes that its powers are restricted to those powers specified in legislation and its place within the structure of the Diocese. When contracts of any kind are presented to the Board for approval and signature they should be reviewed by legal service to ensure they conform to legal requirements and that they are clear in their intent.

Reason for Policy

As lay people working often in areas involving legal matters it is important and prudent to obtain professional advice prior to signing documents rather than seeking advice on how to void an agreement.

Reference: Regulation 250

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Category:	**SCHOOL COUNCIL**
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Approved Date:	**Working Policy Sept 9, 2002**
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BUSINESS PROCEDURES: CONTRACTS AND AGREEMENTS OF THE BOARD OF DIRECTORS

Regulations:

Guidelines

1. Every matter does not have to be considered by legal counsel especially where contracts have been prepared for general use such as teachers' and principals' contracts.

2. A legal opinion should be sought when doubt exists on a contract or where the language is complex and legalistic.

3. All contracts shall address the following requirements:

   3.1 there exists mutual consent or assent
   3.2 the parties are competent
   3.3 there is lawful consideration
   3.4 there is valid subject matter
   3.5 it is in a form required by law

4. The Superintendent of Schools will obtain a set of standard contracts for the employment of teachers and Principals that are developed to clearly reflect the terms and conditions required by the Diocese. These contracts are to be reviewed by legal counsel and modified to meet the needs of the Society.

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Category:	**SCHOOL COUNCIL**
Policy:	**253**
Approved Date:	**Working Policy Sept 9, 2002**
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BUSINESS PROCEDURES: PAYMENT OF ACCOUNTS

Policy 253

The CISPG Board of Directors recognizes that in order to conduct its business, and for local school councils to operate, the schools numerous business transactions are necessary to provide the educational and support services of education. The Board deems it important that local school councils, as well as, its own administration maintain payment of their accounts on a current basis.

Need for Policy

The operation of CISPG and the schools of the diocese requires the careful expenditure of funds especially on an accurate and timely basis so as to avoid over-payment of accounts and/or service charges for late remittances.

Reference: Regulation 253

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Category:	**SCHOOL COUNCIL**
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BUSINESS PROCEDURES: PAYMENT OF ACCOUNTS

Regulations:

1. All payment of accounts are made on the basis of invoices received for verified goods and/or services provided.

2. All accounts must be approved by the Superintendent of Schools for CISPG or by the school principal or designate for the local school council.

3. All cheque lists should be ratified at the regular monthly meeting of the local school council.

Procedures

1. All local accounts and expense claims shall be processed as soon as possible after receipt.

2. Utilities and credit card accounts shall be paid prior to penalty application dates.

3. All accounts shall be paid within thirty (30) days provided a correct invoice has been received. Only invoices that have been verified for goods received shall be paid.

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Category:	**SCHOOL COUNCIL**
Policy:	**255**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	**January 15, 2010**
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BUSINESS PROCEDURES: TRAVEL SUBSISTENCE ACCOUNTABLE ADVANCE

Policy 255

The Superintendent of Schools may apply for an accountable advance in the amount of five hundred dollars ($500.00). The employee is responsible and accountable to the Board of Directors of CISPG for the advance that must be paid at the time of termination of employment.

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Category:	**SCHOOL COUNCIL**
Policy:	**260**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	**January 15, 2010**
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BUSINESS PROCEDURES: CREDIT CARDS: USE AND CONTROL

Policy 260

The CISPG Board of Directors recognizes that certain major credit cards may be of assistance in increasing the efficient use of CIS budget allocations and individual funds in meeting current travel and subsistence requirements of employees during the conduct of CISPG business. The Board supports the use of limited credit cards for business use.

Reference: Regulation 260

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Regulation:	**260**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	**January 15, 2010**
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BUSINESS PROCEDURES: CREDIT CARDS: USE AND CONTROL

Regulations:

1. The Superintendent of Schools will be issued with a VISA Credit Card.
2. The VISA card maximum limit shall not exceed five thousand dollars ($5,000.00).
3. Telephone calling cards will be issued to the Superintendent of Schools if required.

Procedures:

1. All charges are the responsibility of the cardholder until accounted for in detail to the Superintendent of Schools and Chancellor.
2. Cardholders shall submit receipts for all fuel purchases.

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Category:	**SCHOOL COUNCIL**
Policy:	**262**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	**January 15, 2010**
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BUSINESS PROCEDURES: BUSINESS EXPENSES

Policy 262

The CISPG Board of Directors recognizes that from time to time the Superintendent of Schools may be expected to extend courtesies to diocesan personnel during the course of visits to the schools of the diocese or when meeting with significant business contacts with the jurisdiction. The Board recognizes that occasional nominal business expenditures may be made in such instances.

Reference: Regulation 262

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
Regulation:	**262**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	**January 15, 2010**
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BUSINESS PROCEDURES: BUSINESS EXPENSES

Regulations:

1. Nominal business expenditures may be incurred by the Superintendent of Schools.

2. A detailed account of the expenditure, inclusive of names and receipts, will be submitted on regular travel and subsistence claim forms.

3. Allocation of a nominal hospitality budget will be made in each year's budget.

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Category:	**SCHOOL COUNCIL**
Policy:	**265**
Approved Date:	**Working Policy Sept 9, 2002**
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BUSINESS PROCEDURES: RETENTION OF BUSINESS DOCUMENTS

Policy 265

The CISPG Board of Directors recognizes that, in the conduct of business affairs, a wide variety of official administrative documents, records, and materials are accumulated by the Society and the schools. The Board of Directors supports the retention, weeding, and disposition of documents in accordance with a schedule of appropriate retention time lines. Local school councils are expected to follow a similar schedule of retention.

Reference: Regulation 265

	EDUCATION POLICY MANUAL
Category:	**SCHOOL COUNCIL**
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Approved Date:	**Working Policy Sept 9, 2002**
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BUSINESS PROCEDURES: RETENTION OF BUSINESS DOCUMENTS

Regulations:

1. Documents retained over time shall be secured in an orderly, systematic manner.

2. All documents considered for disposition shall be deemed to be of no material consequence to the Society, Board of Directors, or local school councils and schools.

3. Established retention time schedules shall be reviewed in terms of legislation or other requirements.

Procedures

1. The Superintendent of Schools and the Chancellor or designate shall be responsible for the review of business documents presented for disposition to ensure that they meet the retention timelines as outlined in (3) above.

2. Disposition of documents shall be by shredding unless supervised burning is allowed.

3. Schedule for Retention of Business Documents: (a copy to be added here).

Attached Table of Retention of Business Documents

RETENTION OF BUSINESS DOCUMENTS

SUBJECT GROUP	SUBJECT	DESCRIPTION	RETENTION (IN YEARS)		
			ACTIVE	SEMI-ACTIVE	FINAL DISPOSITION
ACCOUNTING	Accounts	Capital Expenditures	6	Indefinite	
		General	2	4	Destroy
	Banking	Cash Books	2	4	Destroy
		Cheque Registers	2	4	Destroy
		Receipts	2	5	Destroy
		Deposit Slips	2	5	Destroy
		Bank Statements	2	4	Destroy
		Cheques	2	5	Destroy
	General	Appropriates	2	4	Destroy
		Disbursements	2	4	Destroy
		Encumbrances	2	4	Destroy
		Signing Authorities	2	4	Destroy
	Financial Statements	Auditors' Reports/Balance Sheets/Income Statements	PERMANENT PRESERVATION		
	Journals & Ledgers	General Ledger	PERMANENT PRESERVATION		
		General Journal	PERMANENT PRESERVATION		
		Subsidiary A/P & A/R	2	4	Destroy
	Inventories	Perpetual Records Physical Count Sheets	2	4	Destroy
CORPORATE	Minute Books	Board Minutes & Equivalents (School Councils)	PERMANENT PRESERVATION		
	Boundaries (Physical)	Documents pertaining to Catholic Independent Schools boundaries	PERMANENT PRESERVATION DIOCESAN LEVEL		
	Taxation GST/PST	Original assessment & taxation records	PERMANENT PRESERVATION		
	General	General Correspondence relative to the Catholic Independent Schools	3	4	Destroy
INSURANCE	Accident Fidelity Fire Group Liability Property	Policies & related	4	6 or until suspended	
	Claims	Incident Report and other documents	3	14	10

RETENTION OF BUSINESS DOCUMENTS – continued

SUBJECT GROUP	SUBJECT	DESCRIPTION	RETENTION (IN YEARS)		
			ACTIVE	SEMI-ACTIVE	FINAL DISPOSITION
LEGAL	Claims	Releases	PERMANENT PRESERVATION		
	Compensation Cases (WCB)		PERMANENT PRESERVATION		
	Contracts		PERMANENT PRESERVATION		
		Government	PERMANENT PRESERVATION		
		Employee	PERMANENT PRESERVATION		
		Union Labor	PERMANENT PRESERVATION		
		Vendor/Supplier	5	10	Destroy
	Deeds/ Easements		PERMANENT PRESERVATION DIOCESAN LEVEL		
	Leases/ Mortgages		PERMANENT PRESERVATION DIOCESAN LEVEL		
PERSONNEL	Applications	Persons employed by Catholic Independent Schools	70 years from date of birth at Local Level		
	Applications	Persons interviewed but not hired	1	1	Destroy
	Earnings		PERMANENT PRESERVATION		
	Payroll Summaries		PERMANENT PRESERVATION		
	Position Descriptions		UNTIL SUPERSEDED		
	Taxation 6 years in total		2	4	Destroy
PROPERTY	Appraisals		PERMANENT (DIOCESAN LEVEL)		
	Inventories	Land, equipment, etc.	PERMANENT (DIOCESAN/LOCAL LEVEL)		
	Plans/Specs	Plans & Specifications	PERMANENT (DIOCESAN/LOCAL LEVEL)		
	Repairs	Major repairs as updated	PERMANENT PRESERVATION		
PURCHASING	Vendors	Acknowledgements	2		Destroy
		Contracts (see Legal)	PERMANENT		
		Correspondence	2	3	Destroy
		Credit & Debit Memos	2	4	Destroy
		Incoming invoices	2	8	Destroy
		Price quotations	1	2	Destroy
		Price catalogues	1	2	Destroy
		General P.O.'s	2	3	Destroy
		Capital P.O.'s	2	3	Destroy
		Receiving Reports	2	4	Destroy
		Purchase Requisitions	2	2	Destroy
	Taxes	Sales Tax Returns	2	4	Destroy
		Customs Entries	2	5	Destroy
	Traffic	Bill of Lading Freight bills/claims	2	4	Destroy

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Category:	**STUDENTS**
Policy:	**270**
Approved Date:	**November 20, 2017**
Revised Date:	
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DONATIONS FOR SCHOOLS

Policy 270

RATIONALE:

Catholic Independent Schools Diocese of Prince George (CISPG) encourages support from the community in the form of donations of equipment and funds to assist CISPG schools and support student success.

DEFINITIONS*:*

"Donation" means money, goods or services given to a school or CISPG without expectation of reciprocal provision of goods or services to the donor.

This policy sets out basic procedures for the acceptance of donations and sponsorship over $10,000 to CISPG schools. School fundraisers like galas, auctions, and dinners include multiple donors and are exempt from this policy, as long as individual donations are less than $10,000.

GUIDELINES:

1. Donors may provide money, goods or services.

2. Donors may support school teams, bands, clubs, drama productions and other school activities, as well as diocesan wide events, programs and activities.

3. Commercial enterprises identified with products that relate to alcohol, tobacco or enterprises deemed by the Principal and/or the Superintendent of Schools to be harmful to the health and/or morals of youth will not be accepted as sponsors.

4. The terms of the donation will be as agreed upon by the donor and the principal(s) of the school in receipt of the donation. The principal shall consult with the school council prior to the donation.

5. When a donation is for the benefit of the CISPG, the terms will be agreed upon by the donor and the Superintendent of Schools. Education partners will be consulted prior to finalizing sponsorship arrangements in areas of a perceived sensitive nature.

6. Donors may be recognized in a manner that is mutually agreed upon by the sponsor and principal(s). The principal(s) will consult with the Superintendent prior to agreeing on the form of recognition.

7. No portion of any donations made to schools or CISPG may be given to any employee of CISPG, player, team coach, club/activity sponsor or volunteer. No funding may be used to recruit players for a school team.

8. The Superintendent of Schools reserves the right at any time to review the terms of a donation, and if deemed appropriate, require that it be revised or terminated.

PROCEDURES:

1. Donations become the property of CISPG or the specific school the donation was intended for, whichever is listed in the application or agreement.

2. New and used equipment, whether for in-school or out-of-school use, must be of a standard acceptable for use in classrooms and schools and meet CISPG and Ministry of Education specifications.

3. The school and/or CISPG must consider costs for installation & ongoing maintenance, where applicable, to ensure that funds are available.

4. Equipment must be installed according to the standards of CISPG and Ministry of Education.

5. Upon request, the Parish (for a school) or Diocesan Finance Office (for CISPG) will issue a receipt for the donor for a charitable donation in accordance with Canada Customs and Revenue Agency regulations for registered charities. In the case of a service being provided as a donation, the donor will submit an invoice for the service and the school or CISPG will pay the invoice, and then donor can donate the value of the service back in a written cheque to the school or CISPG, and then receive a charitable receipt for the amount of the donated cheque.

6. The principal will notify the Superintendent of any item valued at more than $10,000 that is to be donated.

7. If the purchase involves installation of equipment, a plan for the installation must be submitted to ensure that it meets the specifications approved for the type of installation being considered, i.e. playground equipment.

8. All cash donations are to be properly accounted for.

9. Official receipts will be issued through the Parish or Diocesan Finance Office.

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Category:	**SCHOOL OPERATIONS**
Policy:	**301**
Approved Date:	**Committee Mtg. May 3, 2000**
Revised Date:	**Working Policy June 11, 2001**
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PRINCIPAL: ROLE

Policy 301

The principal is the spiritual leader, educational leader, and manager within the school. The Principal is responsible for the day to day operation of the school in collaboration with the school staff, and in a manner consistent with the expressed philosophy of education and policies of the CISPG, the local school councils, and Ministry of Education.

Reason for Policy

All schools are required by the Ministry of Education to designate one (1) teacher as principal. In the Catholic schools the principal, in addition to being the educational leader and manager of the school, is required to assume the position of spiritual leader of the school.

Reference: Role of Principal Part III – C

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Category:	**SCHOOL OPERATIONS**
Regulation:	**301**
Approved Date:	**Committee Mtg. May 3, 2000**
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PRINCIPAL: ROLE

Regulations:

The Principal of the school has the following responsibilities:

1. As Educational Leader of the School, the Principal will:

1.1 in matters of school climate:

1.1.1 develop and maintain an atmosphere of respect, interest, and enthusiasm within the school.
1.1.2 develop and maintain a positive spirit among staff, students, and public by facilitating ideas and activities oriented to that purpose
1.1.3 create a positive image of the school and promote the best learning and teaching climate possible.
1.1.4 assume the responsibility for communication and bulletins with students and teachers.
1.1.5 counsel parents, students, and staff as required.
1.1.6 encourage parent and student involvement in the operation of the school using individuals or group consultation, meetings, surveys, etc.

1.2 in matters of school program:

1.2.1 develop a program of instruction, in consultation with the teaching staff that is designed to ensure maximum educational benefits for the students within the potential of the school, according to their interests, degree of motivation and academic ability.
1.2.2 provide leadership to the staff in expanding and modifying the school's potential in identifying the school's needs and objectives using individual initiative, consultation, and academic ability within the potential of the school.
1.2.3 promote the implementation of desirable educational innovations for the improvement of instruction.
1.2.4 develop an efficient system for pupil and program appraisal.
1.2.5 recommend changes to the existing appraisal programs to meet the needs of the students.
1.2.6 review student evaluation programs and student progress determinants at set intervals with members of the staff.
1.2.7 provide leadership in the area of curriculum implementation.
1.2.8 initiate and co-ordinate plans to utilize community resources in the instructional program.

1.3 in matters relating to students:

1.3.1 develop and implement operational guidelines in the maintenance of discipline and student control.
1.3.2 maintain standards of student discipline designed to command respect of students and parents and minimize school and classroom interruptions.
1.3.3 provide for adequate recognition of student accomplishments.
1.3.4 maintain an efficient student progress reporting system to parents.

1.4 in matters relating to staff:

1.4.1 maintain his/her own personal program of professional growth.
1.4.2 keep informed about current administrative, instructional, and organizational trends in education.
1.4.3 promote the professional growth of the school staff.
1.4.4 organize staff meetings and in-service activities for the staff, which reflects the Catholic school mission.
1.4.5 conduct personal evaluations for all staff in accordance with established policies and regulations.
1.4.6 serve as a mentor to the vice-principal and promote a team approach to the administration of the school.
1.4.7 provide responsibilities and rights that enhance the position of the vice-principal.

1.5 in matters relating to the community:

1.5.1 provide for liaison and communication between the school and community and staff and students, including parent/teacher and parent/school organizations.
1.5.2 provide for liaison with other community organizations such as parish groups, service clubs, community health organizations, etc.
1.5.3 interpret the philosophy, policy, and regulations of the school to the community.

1.6 in matters relating to the local school council and the CISPG Board of Directors:

1.6.1 implement those policies and directives of the CISPG Board of Directors and the local school council that apply to the school.
1.6.2 assist the local school council by interpreting school concerns and needs.
1.6.3 provide information to the local school council in policy development and evaluation.
1.6.4 make recommendations to the local school council concerning policy, practice, or personnel for the purposes of improving the quality of the school.
1.6.5 attend meetings as scheduled by the local school council and the Superintendent of Schools.

2. As Spiritual and Moral Leader of the school, the Principal will:

2.1 in matters relating to his/her personal faith commitment:

2.1.1 evolve, foster, and maintain, jointly with the staff, a “Mission Statement”, which reflects the Catholic philosophy of the school.
2.1.2 ensure that the overall tone of his/her interaction with students, staff, parents, and public is tempered by the virtues of faith, hope, love, respect, forgiveness, and patience, reflecting the leader model given to us by Jesus.

2.2 in matters relating to the School and parish faith community:

2.2.1 expect, develop, and maintain a Christian atmosphere in all school interactions.
2.2.2 encourage teachers to reflect the "servant leader' model in their dealings with students.
2.2.3 ensure that the instructional programs offered by the school present the Catholic viewpoint, especially in regards to doctrine, ethics, and morality.
2.2.4 provide for in-school celebrations reflecting the unique nature of the Catholic identity.
2.2.5 provide for the opportunity for, encourage, and maintain liaison with the pastor, the parish, and individual members of the faith community.

2.3 in matters relating to other school clients:

2.3.1 ensure that the members of other faiths can participate in a meaningful way, within the extent of Canon Law, in religious celebrations.
2.3.2 foster an ecumenical spirit among students and staff so that persons of all faiths and creeds may feel welcome in the school.

3. As School Manager, the Principal will:

3.1 in matters relating to the program:

3.1.1 prepare a master schedule for the implementation of an education program with optimum use of the facilities and staff and daily operating schedules.
3.1.2 implement and enforce all local school council and CISPG Board directives, policies, and administrative regulations, and procedures.
3.1.3 supervise the collection, handling, and reporting of school monies.
3.1.4 take responsibility for field trip allocations and supervision arrangements.

3.2 in matters relating to students:

3.2.1 establish internal procedures to monitor proper attendance and enforce all school attendance laws.
3.2.2 provide and maintain adequate record keeping practices of the students' educational progress to assure that all legal, provincial and local requirements are met.
3.2.3 facilitate the organization and administration of student government, student club programs, and other student affairs and activities.
3.2.4 supervise the fundraising activities of student organizations.
3.2.5 attend to the general welfare, health, and safety of students.
3.2.6 hold drills as required by earthquake procedures, fire regulations, and other emergency regulations.
3.2.7 check frequently on a set schedule, all fire and safety equipment.

3.3 in matters relating to staff:

3.3.1 secure, co-ordinate, and supervise the work of substitute teachers.
3.3.2 plan, or-ordinate, supervise and evaluate the work of support services.
3.3.3 designate curricular, extra-curricular, and out-of-class responsibilities.
3.3.4 delegate authority to responsible personnel in any management area and in the absence of the principal.
3.3.5 ensure that the necessary safety regulations and procedures are followed in accordance with WCB requirements.
3.3.6 ensure that staff handling hazardous chemicals are aware of WHIMIS requirements.

3.4 in matters relating to the school council, the CISPG Board of Directors and administration, and the Ministry of Education:

3.4.1 ensure that the school is organized efficiently and conducted according to the regulations governing school operations and other pertinent policies, regulations, directive, and legislation.
3.4.2 conduct investigations, when necessary, with respect to the following: attendance, accidents, vandalism, security of persons and property, and as directed by the Superintendent of Schools, or local school council.
3.4.3 direct the development and administration of the operating budget of the school.
3.4.4 supervise the preparation of all school reports.

3.5 in matters relating to the school plant, grounds, and equipment:

3.5.1 assume responsibility for the general custody of the school facility and equipment during school hours and school activities.
3.5.2 approve requisitions for supplies, equipment and materials necessary for the operation of the chool.
3.5.3 plan and maintain the proper inventory and utilization of school equipment, materials and property.
3.5.4 maintain an inventory of instructional equipment as established by the local school council policy.
3.5.5 make regular and thorough inspections of the school plant and school properties and report on the need for care, maintenance, safety, and security.
3.5.6 ensure the buildings and equipment are maintained.

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Category:	**SCHOOL OPERATIONS**
Policy:	**302**
Approved Date:	**February 25, 2002**
Revised Date:	**Working Policy**
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PRINCIPAL: QUALIFICATIONS AND HIRING

Policy 302

The Board of Directors supports the recruitment and employment of qualified individuals who have demonstrated successful experience in teaching and school administration. In addition these individuals must be active practicing Catholics and possess the ability to provide strong Catholic leadership to the Catholic school community and parish in the role of Principal. The following guidelines are essential to the role of the Catholic School Principal.

Reason for Policy

The importance of the role of the principal in a Catholic school necessitates the hiring of a candidate who has the appropriate training and experience as a Catholic educator and a leader. A witness to Catholicism is paramount.

Reference: Regulation 302

	EDUCATION POLICY MANUAL
Category:	**SCHOOL OPERATIONS**
Regulation:	**302**
Approved Date:	**February 25, 2002**
Revised Date:	**Working Policy**
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PRINCIPAL: QUALIFICATIONS AND HIRING

Guidelines and Regulations:

1. The Principal should meet the requirements for obtaining a British Columbia Teachers Certificate (BCCT Certificate)

Preferred Qualifications:

1. Possession of a Master's Degree or working towards a degree in Administration, Curriculum or equivalent.
2. Five years of successful teaching experience.
3. Previous successful school administration experience.
4. Demonstrated excellence in working and communicating with people.
5. Willingness to participate in Parish Ministry.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL OPERATIONS**
Policy:	**303**
Approved Date:	**November 16, 2009**
Revised Date:	**April 30, 2012**
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PRINCIPAL APPRAISAL

Policy 303

The Superintendent of Schools shall be responsible for the appraisal of the school principals.

Reason for Policy

The appraisal of school administrators is a professional task and the responsibility of the Superintendent of Schools.

The appraisal of school administrators must include a summary of the “Discussion Questions with Pastor” form.

For professional and legal reasons all school-based administrators should be subject to standard procedures for both formative and summative evaluation.

Reference: Regulation 303

	EDUCATION POLICY MANUAL
Category:	**SCHOOL OPERATIONS**
Regulation:	**303**
Approved Date:	**November 16, 2009**
Revised Date:	**April 30, 2012**
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PRINCIPAL APPRAISAL

Regulations:

The appraisal for the Principal will be completed annually for the first two years and at least every fifth year thereafter.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL OPERATIONS**
Policy:	**304**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	**Working Policy Sept 9, 2002**
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PRINCIPAL: ADMINISTRATIVE TIME

Policy 304

The CISPG Society Board of Directors recommends that principals be full time administrators if they are to exercise effective instructional leadership and provide overall supervision in their schools. However, it is realized that there may be conditions of enrollment and/or staffing needs that require Principals to assign themselves to some classroom instruction.

Reference: Regulation 304

	EDUCATION POLICY MANUAL
Category:	**SCHOOL OPERATIONS**
Regulation:	**304**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	**Working Policy Sept 9, 2002**
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PRINCIPAL: ADMINISTRATIVE TIME

Regulations

1. The following guidelines are given to school councils in assigning administrative time to schools:

   1.1 Including principal and vice-principal:

      1.1.1 a basic flat minimum administrative time of 1.00 F.T.E. teacher for schools enrolling at least one (1) class per grade. For schools having enrollment in excess of two hundred (200) students additional administrative time will be allotted on the basis of 0.20 F.T.E. for every one hundred (100) student unit beyond two hundred (200). Pro-rata allocations will apply to partial units.

   1.2 Notwithstanding 1.1.1 above the Principal of a school may be required to teach a portion of the program. It is recommended that depending on circumstances that this be limited to 20%.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL OPERATIONS**
Policy:	**305**
Approved Date:	**February 29, 2000**
Revised Date:	**Working Policy June 11, 2001** **September 18, 2019**
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VICE-PRINCIPAL: ROLE/QUALIFICATIONS/HIRING

Policy 305

A vice-principal may be designated to assist the principal in the day-to-day administrative operation of the school.

Reason for Policy

This policy recognizes and addresses the need for the following:

- assistance to the principal;
- substitute for the principal during his/her absence;
- the provision of administrative training for career growth;
- a team approach to administration of the school.

Regulations

The vice-principal is a member of the school administration team whose primary function is to assist the principal. The specific role of the vice-principal will vary from school to school depending on:

1. size and specific needs of the school;
2. the percentage (%) of administration time available;
3. the skills, experience and/or preference of the school administrators.

In the absence of the principal, the vice-principal assumes responsibility for the day-to-day operation of the school.

With respect to the duties of the vice-principal: as a member of the administrative team of the school, the vice-principal will assume those specific duties determined by, and in consultation, with the principal and Superintendent.

The duration of the term will be clearly communicated and any exit language, due to changing needs of the school, enrollment decline or other factors. This includes the potential to return to a classroom teaching position at the same school, should there be one available.

Qualifications and Hiring

The Superintendent in consultation with the Principal and local School Council shall be responsible for the hiring of local school vice-principals. Moreover, he/she shall ensure that candidates for the position of vice-principal are practicing Catholics, have a commitment to Catholic education, have demonstrated leadership potential, have demonstrated outstanding teaching qualities and hold appropriate academic qualifications.

As a potential future principal, it is imperative that candidates for the vice-principalship hold similar qualifications and have similar backgrounds as those who aspire to the principalship. Few opportunities exist in the schools because of the size of the school and therefore where such opportunities exist maximum benefit must be made in using these positions as training grounds for future principals of diocesan schools.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL OPERATIONS**
Policy:	**307**
Approved Date:	**February 25, 2002**
Revised Date:	**January 15, 2010**
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RECRUITMENT, SELECTION AND HIRING OF DESIGNATED STAFF PRINCIPALS

Policy 307

The Board of Directors delegates to the Superintendent of Schools the responsibility for the recruitment, selection, and hiring of Catholic Principals for the Catholic Schools of the Diocese. While the recruitment, selection and hiring rests with the Superintendent of Schools, the Directors supports the participation of others as outlined in the following regulations.

Reference: Regulation 307

	EDUCATION POLICY MANUAL
Category:	**SCHOOL OPERATIONS**
Regulation:	**307**
Approved Date:	**February 25, 2002**
Revised Date:	**January 15, 2010**
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RECRUITMENT, SELECTION AND HIRING OF DESIGNATED STAFF PRINCIPALS

Regulations:

1. All aspects of the recruitment process are the responsibility of the Superintendent of Schools.

2. Advertisement will be prepared and circulated only from the Superintendent's Office.

3. Costs associated with advertisement are a local responsibility and will be discussed with the local school council at the time of the preliminary meeting.

4. The local school council members will meet with the Superintendent of Schools at the commencement of the recruitment program to be informed of the process. They will have an opportunity to discuss the qualities that are desired in the successful candidate, review, and make known their expectations held for the position.

5. The staff will be provided with an opportunity by the council to discuss its expectations for the position and also to present in written form suitable questions that should be raised during the interview process.

6. All applications in response to the availability of the position will be sent to the Superintendent's office for processing.

7. Applications will be screened by the Superintendent of Schools. All reference checks will be completed by the Superintendent using a pro forma set of questions. The Pastor will make any reference checks regarding the candidates' pastor references.

8. A suitable candidate list will be prepared for the Committee members, which includes the Pastor, the Chairperson of the Council or designate, and the Superintendent of Schools. The Committee will finalize a short-list for interview purposes.

9. Candidates identified for interview attendance will be contacted by the Superintendent's Office and appropriate arrangements will be completed including interview times, site, and documents for the interview process.

10. Following the interview process the Committee will make a decision that identifies the successful candidate who the Superintendent of Schools can recommend to the Board of Directors for either a decision or a ratification of a decision.

11. The Superintendent's Office will offer the position and complete and execute the contract documents. The Pastor and Chairperson will provide the necessary information to complete the addendum B conditions of the contract. No information will be released to the local Committee members until the offer has been accepted and the contract signed.

12. The Pastor and Chairperson will be informed by the Superintendent's Office when the contract has been signed so they may promulgate the information to the local school and parish community.

13. The Superintendent's Office will notify all candidates in writing that the position has been filled.

14. All expenses incurred by the CIS on behalf of the School Council for recruitment and hiring will be a local expense that will be invoiced for payment to the local school council.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL OPERATIONS**
Policy:	**310**
Approved Date:	**February 25, 2002**
Revised Date:	**March 31, 2008** **January 24, 2019**
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TEACHER IN CHARGE(TIC): ROLE

Rationale

From time to time the Principal may be absent for professional reasons or due to illness or leave. In these cases, the effective operation of the school requires that a teacher in charge should be appointed to be in charge.

Policy 310

In the absence of the principal, and there being no vice-principal, measures must be in place to appoint a teacher in charge. The principal determines selects the teacher who will be responsible during the absence.

Reference: Regulation 310

	EDUCATION POLICY MANUAL
Category:	**SCHOOL OPERATIONS**
Regulation:	**310**
Approved Date:	**February 25, 2002**
Revised Date:	**March 31, 2008** **January 24, 2019**
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TEACHER IN CHARGE(TIC): ROLE

Regulation 310

Requirements:

1. Only a certified teacher may be appointed in charge when the principal is absent.

2. Remuneration is determined by School Council.

3. The responsibility of the teacher in charge cannot be delegated to non-certificated personnel.

4. The principal will determine whether or not a substitute teacher will be hired to teach in place of the teacher in charge. The Principal will review the reference document **Teacher-in-Charge: Roles & Responsibilities** with the candidate prior to the TIC accepting the appointment.

5. When the Principal is expected to be away for an extended period of time exceeding ten working days an Acting Principal shall be appointed by the Superintendent in consultation with Pastor and School Council Chairperson.

6. Where an Acting Principal is appointed they shall receive daily remuneration equivalent to 1/220th of step One on the Principals' salary grid for that school.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL OPERATIONS**
Policy:	**315**
Approved Date:	**Committee work May 3/2000**
Revised Date:	**Working Policy June 11, 2001**
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STAFF MEETINGS

Policy 315

The Board of Directors of CISPG approves the scheduling of regular staff meetings to be held at least once a month during the school year.

Reason for Policy

The Board of Directors recognizes the value of staff meetings for professional improvement as well as to carry out the goal achievement and program operational maintenance through quality communication and collaborative dialogue.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL OPERATIONS**
Policy:	**318**
Approved Date:	**Committee Work May 3/2000**
Revised Date:	**Working Policy June 11, 2001**
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SCHOOL AND CLASSROOM DISCIPLINE

Policy 318

The general expectation of the CISPG Board of Directors is that the professional staff, collectively and individually, will establish school and classroom rules and procedures that will achieve an orderly, safe, and healthy atmosphere of learning for all students.

Reason for Policy

The Board of Directors recognizes that the activities in which students are expected to participate are many and varied from the point of view of classroom instruction, general school organization, and extra-curricular programs. The principal and staff of each school, collectively and individually, are expected to acquaint all students with their expectations regarding behaviour and conduct in all school situations.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL OPERATIONS**
Policy:	**320**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	**Working Policy June 11, 2001**
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SCHOOL CALENDAR

Policy 320

Each Principal shall prepare an annual school calendar showing the school operational and instructional days. This school calendar shall conform to the requirements of the Independent School Act, the regulations of the Ministry of Education, and be consistent with existing policies of the school system on school day and school year. This annual School calendar will be forwarded to the Superintendent of Schools at the beginning of each school year.

Reason for Policy

A School calendar provides the framework, which describes the general school year and allows for planning and visitations to the schools.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL OPERATIONS**
Policy:	**322**
Approved Date:	**Committee Mtg May 3/2000**
Revised Date:	**Working Policy June 11, 2001**
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SCHOOL DAY

Policy 322

The local school council shall approve the hours and length of each day.

Reason for Policy

While schools are subject to requirements of the Ministry of Education and the policies of the CISPG, local circumstances differ and each local school council must approve the hours of operation for their school which meet the minimum standard while taking into account local circumstances. (e.g. busing schedules over which the council has no control may be a factor in establishing the school day).

	EDUCATION POLICY MANUAL
Category:	**SCHOOL SAFE DRINKING WATER**
Policy:	**323**
Approved Date:	**November 22, 2016**
Revised Date:	
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SCHOOLS: SAFE DRINKING WATER

Policy 323

Rationale:
The CISPG Board of Directors recognizes that Schools must provide safe drinking water for staff and students in their schools.

Procedures:
1. Schools will have their water tested for annually for copper and lead content by a qualified laboratory and submit their results to the CISPG Board of Directors by the 31st of October each year.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL OPERATIONS**
Policy:	**324**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
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REGULAR INTERNAL SCHOOL AUDIT

Policy 324

The Board of Directors supports the regular auditing of internal operations of the school by the Principal and members of the school's staff. Further, maintaining a watchful eye on various facets of the school's operation enhances the school as well as ensuring a positive image of the school in its community. Internal auditing should include as a minimum recognition of the items outlined in the following regulations.

Reason for Policy

To the average parent who visits the school perhaps once or twice a year, or not at all, the school building is a forbidding and, many times a disturbing facility. It is not always possible to make it enticing but it is possible to make the very most of what is there. As you complete the mental tour of your school consider the way an outsider might view your school building and the staff and students within. This regular exercise can assist the school in being more welcoming and positive to its public.

Reference: Regulation 324 & School Questionnaire

	EDUCATION POLICY MANUAL
Category:	**SCHOOL OPERATIONS**
Regulation:	**324**
Approved Date:	**Working Policy Sept 9, 2002**
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Regulations

1. Maintain a notebook in which the following questions can be answered and reviewed on a regular basis with a view to improving or enhancing facets of the school.

2. Consider a budget allocation to support the promotion of the school.

3. Respond regularly to the attached questionnaire.

4. Meet as a school staff to address concerns identified by the questionnaire.

5. Make recommendations as a staff to the School Council.

Part of Policy #324

AUDIT YOUR SCHOOL QUESTIONNAIRE

EXTERIOR

1.	Is the flag raised and lowered everyday the school is open?	Yes	No
2.	Is the flag in good state of repair?	Yes	No
3.	Are the sidewalks leading from the street to the school's entrances free of snow, litter, etc.?	Yes	No
4.	Is any graffiti removed from school exterior walls immediately?	Yes	No
5.	As administrator or teacher do you do a daily check of the school grounds?	Yes	No
6.	Are the grounds immediately surrounding the school kept tidy?	Yes	No
7.	Are you concerned about the private property adjoining your school grounds?	Yes	No
8.	Is there parking spaces clearly marked for visitors?	Yes	No
9.	Are broken windows or damaged frames repaired immediately?	Yes	No
10.	Do the windows facing the street display neatly student work?	Yes	No
11.	Are all curtains and blinds visible from the street neatly drawn or set?	Yes	No
12.	Are the grounds surrounding the building well kept?	Yes	No
13.	Are the lawns and fields cut regularly?	Yes	No

INTERIOR

1.	What does the notice to visitors on the entrance to your school state? _____		
2.	Is it a welcoming notice?	Yes	No
3.	Is there a directional arrow inside each external door indicating the general office?	Yes	No
4.	Does the entrance to your school look inviting?	Yes	No
5.	Does the Principal's name appear on the entrance door for visitor information?	Yes	No
6.	Is the school secretary aware of the importance of PR when dealing with visitors?	Yes	No
7.	Do they make visitors feel welcome and do they emphasize basic courtesies?	Yes	No
8.	Is the school visibly a people place?	Yes	No
9.	Are there prominent displays of student work?	Yes	No
10.	Are such displays kept neat and orderly?	Yes	No
11.	Do you have available literature on your school for visitors to take?	Yes	No
12.	Are visitors actively encouraged to visit your school?	Yes	No
13.	Are the staff aware of the importance of PR and are they helpful and friendly?	Yes	No
14.	Do you invite parents to have coffee/lunch with the students/staff?	Yes	No
15.	Do you have students that can act as guides to show visitors your school?	Yes	No
16.	Have you invited groups or members of the community to your school such as the Bishop, the Mayor, Knights of Columbus, CWL members, School Council members, Parish Priest etc.?	Yes	No
17.	Are the classrooms clearly numbered?	Yes	No
18.	Is there a map showing the classroom layout of the school?	Yes	No
19.	Are teachers' names clearly visible outside of their classroom doors?	Yes	No
20.	Are the water fountains kept clean and functional?	Yes	No
21.	Are the hallways neat and tidy and free from litter?	Yes	No
22.	Are the lockers cleaned regularly and the doors closed when not in use?	Yes	No
23.	Do you have a PR plan which has been developed collegially by all school staff?	Yes	No
24.	Are boot rooms and storage areas checked regularly for neatness and garbage?	Yes	No

Additional checklist items can be developed for classrooms and other instructional areas by the appropriate staff.

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Category:	**SCHOOL OPERATIONS**
Policy:	**335**
Approved Date:	**January 26, 2004**
Revised Date:	**March 7, 2005**
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WINTER WEATHER

Policy 335

Student safety shall be the primary concern that determines actions taken as a result of cold or inclement winter weather.

Reference: Regulation 335

	EDUCATION POLICY MANUAL
Category:	**SCHOOL OPERATIONS**
Regulation:	**335**
Approved Date:	**January 26, 2004**
Revised Date:	**March 7, 2005**
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WINTER WEATHER

Regulations:

1. Schools shall not be closed because of cold or inclement weather.

2. On days when student attendance is reduced substantially because of cold or inclement weather conditions or because travel is considered treacherous, regular scheduled instruction may be modified for those students who attend school. The administrative procedures of this policy provide assistance to the principal and teachers in determining the educational program that will be offered.

3. School bus service in ***Prince George*** will not be cancelled because of cold weather. Other CIS schools in the Prince George Diocese will follow the practices of the public school districts in which they reside***.***

4. Individual bus runs may be cancelled for the day (morning and afternoon runs) because of dangerous road conditions. Cancellations will be announced on local radio as soon as possible after the decision to cancel a run is made.

5. The decision to keep a student at home for the day because of winter weather conditions shall be made by the parents.

6. Students shall not be expected to wait for a school bus for more than fifteen minutes past the scheduled pick-up time. If the bus has not arrived by that time, students should return to their homes or to another prearranged place of shelter.

7. Parents will be informed of these regulations annually via school newsletters in the fall and periodically throughout the winter months.

8. All staff are expected to report for work at school unless a travel advisory is issued for the area and the principal grants *Inclement Weather Leave. Inclement Weather Leave* will be granted with pay.

Inclement Weather Leave: is defined as Leave granted with pay by the Principal where there is an inclement weather advisory issued for the area and travelling is not advised.

	EDUCATION POLICY MANUAL
Category:	**SCHOOL OPERATIONS**
Regulation:	**335**
Approved Date:	**January 26, 2004**
Revised Date:	**March 7, 2005**
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WINTER WEATHER

ADMINISTRATIVE PROCEDURES:

1. On days when student attendance is reduced because of weather conditions, schools should consider the following options:

   1.1 Regular instruction.

   1.2 Modified instruction.

   1.3 Review sessions.

   1.4 Work completion sessions.

   1.5 Individual or small group instruction.

   1.6 Special research projects.

   1.7 Directed study sessions.

   1.8 Multi-age grouping for instruction.

   1.9 Student tutorials.

   1.10 Supervised study and/or activity sessions.

   1.11 Some combination of the above.

2. In advance of the cold weather months, schools should consult with parents and clearly communicate to parents what educational alternatives the school will offer in the event of low attendance caused by excessively cold weather.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**401**
Approved Date:	**Committee Mtg. Oct 11, 2000**
Revised Date:	**Working Policy June 11, 2001**
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TEACHERS: GENERAL

Policy 401

The CIS Board of Directors recognizes that the success of the system depends upon the caliber of its professional staff. The Board expects its teachers to witness their Catholic Faith and demonstrate the academic and professional competence necessary to work co-operatively in the field of general instruction of pupils, motivated by the philosophy and general educational goals of the Society, which stress the importance of each student as a unique creation of God.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**402**
Approved Date:	**19 April 1999**
Revised Date:	**March 8, 2018**
Page:	1 of 1

TEACHERS: CATHOLIC

Policy 402

Rationale:

"Parents, Pastors, and Staff collaborate to form a community where students are inspired to live the sacramental life, to grow in the moral life of virtue, and to thrive intellectually." (Vision Statement for the CISPG)

"Teachers must remember that it depends chiefly on them whether the Catholic school achieves its purpose." *Gravissimum Educationis* (Declaration on Christian Education, Second Vatican Council)

Procedures:

To provide an education enlightened by faith, the CISPG will employ qualified teachers who are practicing Catholics and witnesses to the faith.

CATHOLIC TEACHERS

Catholic teachers employed by CISPG will demonstrate at all times conduct and a way of life that are consistent with the Catholic Denominational Standards which include, but are not limited to:

- be a living witness of the Catholic faith, through attending Sunday Mass, school liturgies & services, and living a single or married life according to the tenets of the Catholic Church
- be an active member of a parish
- be committed and capable of teaching the Diocesan-approved Religious Education Program
- be a Christian role model for others in the school, parish and community
- exhibit exemplary attitude, ethics and moral qualities as delineated in the Independent School Teacher Conduct and Competence Standards.

The determination of what are Catholic Denominational Standards shall be the right and prerogative of the Employer.

The primary reference for Catholic Teaching on Faith and morals is *The Catechism of the Catholic Church*.

A breach of this clause shall constitute just cause for dismissal.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**403**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	**March 8, 2018**
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TEACHERS: OTHER FAITHS/DENOMINATIONS

Policy 403

Rationale:

There are occasions when qualified Catholic teachers are not available. At such times, other suitably qualified teachers may be hired.

Procedures:

Schools may hire non-Catholic teachers on limited duration contracts when a qualified Catholic teacher is not available.

1. Non-Catholic teachers who were employed as teachers in the Catholic Schools of the Diocese prior to 1994 and where no requirements for being Catholic were included in their employment are exempt from the procedures of this policy during the time of their employment, excepting their recognition of the contract conditions regarding non-Catholics.

2. Non-Catholic teachers hired since 1994 will demonstrate at all times, to the satisfaction of the employer, respect for the aims and nature of the school and its Catholic beliefs and practices which include, but are not limited to:
   - living a single life or having a valid marriage certificate
   - participate in the liturgical life of the school
   - be a Christian role model for others in the school, parish and community
   - exhibit exemplary attitude, ethics and moral qualities as delineated in the Independent School Teacher Conduct and Competence Standards.

3. Non-Catholic teachers will continue to be hired on limited duration contracts of yearly terms to a maximum of two consecutive years. Extension of terms beyond the two consecutive years must be approved by the CISPG Board of Directors.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**404**
Approved Date:	**Committee Mtg Jan 24/2001**
Revised Date:	**Working Policy June 11, 2001** **November 16, 2009** **November 8, 2011** **April 30, 2012**
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TEACHERS: APPRAISAL PROGRAM

Policy 404

All teachers will receive ongoing documentation of their professional growth and contribution to their school. (Teacher visitations, classroom observations and appraisals are of prime importance to assess the quality of educational programming, the maintenance of a high standard of instruction, the improvement of teacher effectiveness, and the achievement of academic excellence).

Reason for Policy:

A. Philosophy and Objectives of the Supervision and Evaluation Process

1. Teacher appraisals shall be conducted as a prime responsibility of the Principal and according to established procedures and regulations.

2. Evaluations will provide information to determine the teacher's commitment to Catholic Education and the ability to fulfill its objectives.

3. The process will initiate, encourage, and support the on-going process of professional development.

4. The process will assess a teacher's classroom performance with a view to improving instruction.

5. The process will identify and reinforce teacher strengths as well as suggest appropriate measures for teacher growth.

6. The process will assess a teacher's personal and professional qualities as a member of the teaching staff and provide positive direction toward group effectiveness.

7. Evaluation will provide information to be employed in decisions regarding permanent certification, tenure, promotion, and dismissal.

8. Supervision and improvement of instruction on a Diocesan basis is the responsibility of the Superintendent, in collaboration with school principals.

B. Criteria for Supervision and Evaluation

1. Teacher Planning Process

2. Classroom Management and Organization

3. Teaching Skills/Strategies and Learning Activities/Atmosphere

4. Assessment Procedures

5. Professional Qualities

6. Commitment to Catholic Education

7. Teacher appraisals must include a summary of the "Discussion Questions with Pastor" form.

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Category:	**PERSONNEL**
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Revised Date:	**Working Policy June 11, 2001** **November 16, 2009** **November 8, 2011** **April 30, 2012**
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TEACHERS: APPRAISAL PROGRAM

Procedures and Regulations

1. The Process of Supervision and Evaluation

a) Principals shall evaluate the professional competence of teachers in a systematic way and according to the evaluation chart of this policy and regulation.

b) Each new teacher to the school and each teacher who has a significant change of assignment shall be evaluated twice in each of the first two years and at least once in the following five years. Two formal reports will be filed following the required evaluations. These formal reports must be discussed with the teacher and signed by the teacher. A report must be made in triplicate, one copy for the teacher, one copy kept in the School files, and one copy sent to the CIS office within two weeks according to dates indicated on page 5 of 5.

c) The Principal is responsible to ensure that the philosophy, objectives, and criteria for evaluation are well understood by teachers prior to beginning an evaluation.

d) An orientation program should be provided to all teachers and especially new teachers prior to the beginning of the school year. This will review the Diocesan philosophy, policy procedures and criteria with respect to evaluation.

e) The Principal will make an informal series of brief visits to new teachers' classrooms through the first months of the school year. The Superintendent may also visit on occasion. The primary purpose of these visits is to provide the teacher with an opportunity to discuss areas of concern with the principal during the initial teaching period.

f) Where a need for improvement on the part of the teacher is identified, a plan of action to accomplish this improvement will be drawn up in conjunction with the teacher and the principal and with the advice of the Superintendent.

g) Where weaknesses have been identified the teacher shall be given adequate time and assistance to improve these areas.

h) In cases where a teacher receives an unsatisfactory performance appraisal rating, additional requirements ensure that the teacher receives the support, guidance, and monitoring necessary to enable the teacher to improve his or her performance within a given period. The process begins after the principal determines that the appraisal has resulted in an unsatisfactory rating.

Within 15 school days of determining that a performance appraisal of a teacher has resulted in an unsatisfactory rating, the principal must:

1. Meet with the teacher and provide them with a copy of the performance appraisal.
2. Give the teacher written notice of the unsatisfactory rating and explain to the teacher the reasons for the unsatisfactory rating.
3. Explain to the teacher what is lacking in his or her performance;
4. Explain to the teacher what is expected of the teacher in areas in which his or her performance is lacking;
5. Taking input from the teacher into account, recommend steps and actions that the teacher should take to improve his or her performance;
6. Provide the teacher and the superintendent with a brief summary, in writing, of the explanations for the rating, what is lacking, and what is expected of the teacher in the areas where performance is lacking;
7. Provide the teacher and the superintendent with an Improvement Plan.
   (Improvement Plan – document available at the end of this Policy 404)

It is the teacher's responsibility to take the necessary steps provided for in the Improvement Plan.

Within 60 school days of the first unsatisfactory appraisal rating, the principal must complete a second performance appraisal. If the second appraisal results in an unsatisfactory appraisal rating, the principal must:

1. Meet with the teacher and provide them with a copy of the performance appraisal.
2. Give the teacher written notice of the unsatisfactory rating, explaining to the teacher the reasons for the unsatisfactory rating;
3. Place the teacher on review status and advise the teacher in writing of this fact;
4. Explain to the teacher what is lacking in his or her performance;
5. Explain to the teacher what is expected of the teacher in areas in which his or her performance is lacking;
6. Explain to the teacher the ways, if any, in which his or her performance has changed since the previous performance appraisal;
7. Seek input from the teacher as to what steps and actions could help the teacher improve his or her performance;
8. Provide the superintendent with a copy of the performance appraisal
9. Provide the teacher and the superintendent with a brief summary, in writing, of the explanations for the rating, what is lacking, what is expected of the teacher in the areas where performance is lacking, and the ways, if any, in which his or her performance has changed since the previous performance appraisal.
10. Provide the teacher and the superintendent with an updated Improvement Plan.

Review status:

A teacher is put on review status when two consecutive performance appraisals result in an *Unsatisfactory* rating. Whenever a teacher is on review status, the principal will:

- Monitor the teacher's performance;
- Consult regularly with the superintendent regarding the teacher's performance and steps that could be taken to improve it, unless the superintendent is carrying out the functions of the principal, in which case no consultation is required;
- Provide the feedback and recommendations to the teacher that the principal considers might help the teacher improve his or her performance.

Timing of a third appraisal while on review status

The principal must conduct another performance appraisal during the 120 school days starting with the day on which the teacher is advised that he or she is on review status, or before the current school year ends.

If the third performance appraisal results in a *Satisfactory* performance rating, the teacher immediately ceases to be on review status. The principal must advise the teacher in writing of that fact, and provide a copy of the signed summative report with its notice of the latest appraisal rating. The principal and the teacher must meet to discuss the performance appraisal.

If the third appraisal is *Unsatisfactory*, the teacher's employment may be terminated. (Reference Policy 408, Teachers: Termination of Employment.

i) Teachers employed under the terms of a Probationary Contract or a Permanent contract, and whose services are evaluated and judged to be unsatisfactory after efforts at re-mediation, shall have their contracts non-renewed and terminated respectively. Preparation of documentation to support a nonrenewal or termination recommendation to Pastor and School Council shall be the joint responsibility of the Principal and Superintendent of Schools.

j) Criteria enunciated by the Principal in the Evaluation of Teacher Performance shall be periodically evaluated.

2. Two basic types of evaluations shall be employed:

   a) Formative – This type of evaluation seeks to assist individuals to improve their own performance. It provides for an interchange of ideas and suggestions that are directed towards the improvement of the teaching/learning climate. It is concerned with the ”doing”.

   b) Summative – This type of evaluation is employed when a person is under consideration for purposes of hiring, promotion, termination, certification or non-renewal of contract following the probationary period. It is concerned with “what was done”.

3. Classroom Visitations

   The most commonly used method of teacher evaluation will be classroom visitations.

   a) Informal **–** such visits are chiefly for information gathering or familiarization purposes and post visit communication with the teacher may well be warranted. Informal visits are always formative: never summative.

   b) Formal **–** such visits may be either formative or summative. The process involved in formal visits may provide for a preliminary discussion about the lesson(s) with the teacher either in advance or when the evaluator arrives at the classroom. It shall necessitate classroom observations by the evaluator, a subsequent conference with the teacher to evaluate the lesson(s) PREFERABLY at a time when the teacher is not responsible for teaching. A written report shall be provided by the evaluator and signed by the teacher.

4. Report Format and Evaluation Criteria of Teacher Evaluation

   The minimum report format that must be completed for each teacher evaluated shall respond to the following categories. Completion of this report would be based on the following Evaluation Criteria for Teacher Performance.

   - INTRODUCTION
     - Teacher's Name
     - Name of School
     - Teacher's Education (degree, University, date)
     - Teacher Certification (if temporary include dates)
     - Years of Experience – CIS/other
     - Present Teaching Assignment, may include Teaching history
     - Description of the Class (# of students, etc.)
   - EXPLANATION OF HOW OBSERVATIONS WERE MADE
   - TEACHER PLANNING PROCESS (Yearly and Daily)
   - CLASSROOM MANAGEMENT AND ORGANIZATION
   - TEACHING STRATEGIES, SKILLS, AND LEARNING ACTIVITIES/ATMOSPHERE ASSESSMENT PROCEDURES
   - PROFESSIONAL QUALITIES/COMMUNITY INVOLVEMENT
   - COMMITMENT TO CATHOLIC EDUCATION
   - CONCLUSION
     - From my observations and in my professional opinion the teaching/learning situation in (teacher's name) classroom is satisfactory.
   - SIGNATURE OF TEACHER
     - (My signature only acknowledges the reading of this evaluation; it does not imply that I am in agreement with all of its contents.)
   - SIGNATURE OF PRINCIPAL
   - DATE

5. Documentation Procedures:

   When Teacher Evaluation Reports are completed the following must occur:

   a) The report completed by the Principal must be discussed with the teacher before it is signed.

   b) The report is to be dated and signed by the Principal and the teacher. It should be signed in triplicate, one copy for the teacher, one kept in the school files, and one copy sent to the CIS office.

   c) The teacher will sign the report to signify receipt of a copy; however, this will not indicate concurrence with the contents of the report. The teacher may react to the report or its recommendations within five (5) school days after its receipt. A copy of the reaction is to be filed with the report.

   d) Teacher Evaluation Reports and Teacher Action Plans shall form part of the personnel file.

   e) The teacher's personnel file is available upon request by the teacher during regular office hours and materials in the file may be photocopied at cost to the teacher.

   f) A teacher's file may be reviewed by CIS administration personnel and the Bishop. No other persons shall have access to the file unless written consent from the teacher is provided.

   g) A teacher who is not satisfied with a summative evaluation provided by a Principal may appeal for an evaluation provided by the Superintendent of Schools.

   h) If a teacher is still not satisfied, he/she may appeal to the CIS Board of Directors. The CIS Board of Directors may provide an alternate evaluator. The teacher shall receive a copy of this subsequent evaluation.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**404**
Approved Date:	**Committee Mtg Jan 24/2001**
Revised Date:	**Working Policy June 11, 2001** **November 16, 2009** **November 8, 2011** **April 30, 2012**
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EVALUATION OF TEACHER PERFORMANCE

Timetable of Requirements

Teacher Classification	Type of Evaluation	Number (min) of Evaluations	Report type	Due Date Prior to	Evaluations Due Date to CIS
Probationary Contract 1st year	**Formative**	**Two**	**Formal Written**	**November 30th**	**Dec 15th**
				Feb 15th	**Feb 28th**
Probationary Contract 2nd year	**Formative**	**Two**	**Formal Written**	**November 30th**	**Dec 15th**
Change Position				**Feb 15th**	**Feb 28th**
Continuing Contracts	**Formative**	**At least once in Five years**	**Formal Written**	**March 31st**	**Apr 15th**
For Certification Purposes	**Summative**	**One**	**Formal Written**		
Request for Evaluation	**Summative**	**One**	**Formal Written**	**30 days notice**	
Temporary Contract	**Formative Summative**	**One or Two**	**Formal Written**	**By Request CIS**	

Improvement Plan

The Improvement Plan must be prepared by the principal within 15 school days after the principal has determined that an appraisal of the teacher's performance has resulted in an *Unsatisfactory* rating. This plan must set out actions that the teacher should take to improve his or her performance. The principal must seek input from the teacher as to what steps and actions could help the teacher improve his or her performance.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Date

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time)

Improvement Plan

Competencies Requiring Improvement

Expectations

Steps and Actions for Improvement (teacher input must be taken into account)

Support (for example, from principal, from mentor teacher)

Improvement Plan

Sample Indicators of Success

Date of Next Performance Appraisal

Date (yyyy/mm/dd)

Teacher's Comments on the Improvement Plan

Principal's Signature

My signature indicates that I developed this Improvement Plan with the teacher's input.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I provided input into the Improvement Plan.

Date (yyyy/mm/dd)

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**405**
Approved Date:	**February 25, 2002**
Revised Date:	**February 19, 2003** **January 15, 2010** **February 19, 2014** **March 8, 2018**
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TEACHERS: HIRING AND APPOINTMENT OF PROFESSIONAL STAFF

Policy 405

Rationale:

The goal of the Society is to create a Catholic educational community in each of its schools where human culture and knowledge, enlightened by faith, are shared in the spirit of freedom, hope, and love. The school depends upon Catholic teachers to accomplish this objective.

In order to ensure the hiring of qualified Catholic teachers, the Superintendent of Schools is responsible for selecting candidates who are practicing members of the Catholic Church, possessing the necessary academic and professional preparation for their assigned teaching duties.

Procedures:

1. Letters of Intent:

1.1 Each year by February 1st each teacher will receive a letter indicating the school's intention to renew his or her contract. By mid February the teacher will return the "Teacher Staffing Information" form indicating either the intention to return to the school for the next year or not to return.

2. Advertising Vacant Positions:

2.1 All vacancies will be posted:

2.11 by the school in the parish bulletin, school newsletter and website and local papers

2.12 by CISPG at www.cispg.ca, the diocesan weekly newsletter and other forms as determined and approved by the Superintendent

2.2 All advertising will be approved by the Superintendent's office.

3. Hiring Professional Staff:

3.1 Applicants will be screened by the Superintendent's office and successful candidates placed on an "approved for hiring" list.

3.2 In consultation with the Superintendent, principals and school council members will select candidates for interviews. The school council shall consider only candidates who have been placed on the approved list for employment.

3.3 The Pastor, Chairperson or designate of the local school council, and Principal, will conduct interviews. The Superintendent of Schools may also be part of the interview.

4. Professional Qualifications:

4.1 The applicant must possess a valid teaching certificate in accordance with the regulations of the Ministry of Education and the Teacher Regulation Branch and have competency at the level and in the area of teaching for which he/she is being considered. Current certification by the BC Teacher Regulation Branch is a condition of employment including teachers holding an Independent Teaching Certificate.

4.2 The Ministry may grant letters of Permission in lieu of certification; however, annual application for such letters for the same candidate will not be sought unless *bona fide* advertisement of the position has been unsuccessful in attracting a qualified candidate. Such advertisements must appear locally for a minimum of three (3) weeks and provincially at least once. CISPG specific and general advertisements will be considered as part of this search.

5. Character and Religious Training:

5.1 Demonstrate commitment and adherence of Catholic denominational standards.

5.2 Demonstrate competence to teach the religious education program approved by the Bishop of Prince George.

5.3 Be ready to take steps to upgrade or maintain a level of religious knowledge and understanding appropriate to a teacher in a Catholic school.

5.4 Be able to integrate the faith into the entire curriculum.

6. Other Qualifications:

6.1 Be in good health, sufficient to perform his/her duties as required; and

6.2 Be prepared to provide a copy of a recent medical examination if required.

6.3 The applicant must sign a criminal record review authorization form. The review results must be received by the Superintendent prior to the teacher commencing work in the school. **If the employee is a BC certified teacher the Criminal Record Search is completed by the Teacher Regulation Branch (TRB).**

6.4 Professional and pastoral references;

To ensure consistency, the interview panel should follow and complete the rubric provided by the Superintendent's office.

7. Appointment to a Position:

7.1 Once a successful candidate has been identified, a formal offer is made by the Superintendent.

7.2 The job offer will usually be made orally and the individual given forty-eight (48) hours to respond. In cases where the successful applicant cannot be reached, a written offer will be made.

7.3 The offering of the position may be delegated to the Principal in cases where the Superintendent is not available.

7.4 The successful candidate will be provided with a contract of employment prepared and signed by the Superintendent.

7.5 The contract will be made in triplicate with a copy for the teacher, the school and CISPG office personnel file.

7.6 Unsuccessful candidates will be notified as soon as the appointment has been made.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**406**
Approved Date:	**September 12, 2000**
Revised Date:	**June 11, 2001**
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TEACHERS: JOB SHARE

Policy 406

The CIS Board of Directors recognizes that in some instances an individual is prepared to share his/her position with another qualified individual. This arrangement is recognized as a job-share. The Board supports this type of staff deployment subject to conditions established by regulations.

Rationale:

Job sharing is an employment strategy, which allows for two persons to share the equivalent assignment or position of one of the persons. During times of high unemployment this has been used to assist qualified personnel in remaining in active employment. The practice of job share on a limited basis in the school environment can be accommodated, however the students' needs and care are the central consideration when a job share is to be considered.

Procedures:

Job shares involving the instruction of students may be considered by School Councils in accordance with the following:

Definition:

A job share results when an employed individual having a full time position wishes to share part of the position with another individual.

1. The employed individual wishing to job share should develop a proposal in writing outlining the request to be considered including the name of the person who will share the position.

2. The job share proposal must be discussed with the Principal of the school.

3. If the principal is agreeable the proposal will be presented to the School Council.

4. The School Council will evaluate the merits of the proposal and if agreeable to the Principal give approval of the proposal subject to the following conditions;

    a. The employed individual has the position to share.
    b. Both parties to the job share agree to the conditions of the School Council.
    c. The School Council's benefit costs will not exceed the cost of a full-time position.
    d. A job share is not considered two part-time positions.

5. Contract Conditions:

    a. Both individuals in the job share will sign contracts that have the following conditions:

i. If a job share results in either party deciding that he/she is not willing to continue with his/her part of the position then the remaining party of the job share will be responsible for the full-time position.

ii. If the remaining employee does not wish to be responsible for the full-time position the vacant part of the job share will be filled to the end of the current year at which time both parties will resign and the position will be filled as a full-time position.

iii. If the parties cannot agree with the conditions outlined in (i) and (ii) above the individual who proposed the job share will remain as the full-time teacher for the position following signing of a full-time contract.

iv. If a full-time employee wishes to reduce the position to part-time the Principal and School Council must consider such request.

v. The Principal is responsible for the assignment of staff therefore decisions regarding job share and part-time positions must take into consideration the Principal's direction and the well-being of the students of the school.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**407**
Approved Date:	**January 21, 2002**
Revised Date:	**November 16, 2009** **September 21, 2016**
Page:	1 of 1

TEACHERS: RESIGNING FROM CONTINUING CONTRACTS

Policy 407

The CIS Board of Directors recognizes that with the signing of continuing contracts that once these have been executed the major consideration of continuance rests with the teacher unless the employer determines that the continuing contract will be terminated for cause. Since the teacher holds the contract it is therefore imperative that when the teacher determines that the relationship will cease the teacher must meet the following regulations:

Reference: Regulation 407

Regulations:

1. A continuing contract issued by the employer continues from year to year unless terminated by the resignation of the teacher.

2. A continuing contract may be terminated by the employer where the teacher has breached the employment conditions.

3. A resignation must be submitted to the Superintendent of Schools no later than February 15 if it is to be effective for the following September. This enables the Schools and CISPG to recruit dynamic Catholic Teachers at job fairs in January and February.

4. A continuing contract may be terminated during the year on sixty days notice or for a shorter notice period by mutual agreement between the employer and the teacher.

5. No resignation will be effective if the notice is served during a holiday period exceeding fourteen calendar days.

6. A teacher who resigns from a continuing contract and later requests to be re-instated will not be granted continuing contract status but may reapply for a vacancy.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**408**
Approved Date:	**Committee Mtg Oct 11/2000**
Revised Date:	**Working Policy June 11, 2001**
Page:	1 of 1

TEACHERS: TERMINATION OF EMPLOYMENT

Policy 408

The employment of a teacher may be terminated for just cause.

Reasons for Policy

The CISPG Board of Directors believes that its mandate to provide educational services to students enrolled in its schools requires that it recognize the primacy of this responsibility. The CIS Board of Directors recognizes that there are occasions when it is necessary to terminate employment of a teacher for just cause.

Reference: Regulation 408

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**408**
Approved Date:	**Committee Mtg Oct 11/2000**
Revised Date:	**Working Policy June 11, 2001**
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TEACHERS: TERMINATION OF EMPLOYMENT

Regulations:

1. TERMINATION OF EMPLOYMENT

1.1 The employer may terminate the employment of a teacher for just cause, subject to the teacher's right of appeal as set out in these terms and conditions of employment.

1.2 Just cause includes, but is not limited to, actions on the part of the teacher that are contrary to the aims and objectives of the Catholic school.

1.3 The termination of a teacher shall follow a formal evaluation process where the teacher will be given sufficient notice of the reason for concern and be given an appropriate amount of time to correct the situation.

1.4 The local school council may suspend a teacher pending an investigation by the Superintendent of Schools.

1.5 Immediate suspension may take place where, in the opinion of the Superintendent of Schools, the grounds are sufficiently serious that the continued presence of the teacher in the school may be detrimental to the well-being of the school.

1.6 No teacher shall be terminated until an investigation by the Superintendent of Schools, or his/her designate, has been carried out.

2. APPEAL PROCEDURE

2.1 General

2.1.1 It is recognized that differences may arise between a teacher and the employer, or the employer's representative, including the local school council on the application and interpretation of the terms and conditions of employment and on matters of discipline including suspensions and recommended expulsions and dismissals.

2.1.2 Where the teacher feels dissatisfied by the action of the employer or the employer's representative, or an interpretation of the terms and conditions of employment, the teacher shall discuss the matter initially with the principal.

2.1.3 If, under the circumstances, it is not possible to discuss the matter with the principal, or where the discussion with the principal does not resolve the matter to the teacher's satisfaction, the teacher may discuss the matter with the Superintendent of Schools or his/her designate.

2.1.4 If the informal discussions with the principal, and the Superintendent of Schools, or designate, do not resolve the matter, the teacher may, within five (5) working days of the incident giving rise to the complaint, make a formal request, in writing, to the local school council for a resolution of the complaint.

2.1.5 The local school council shall respond to the formal request of the teacher within ten (10) working days of its receipt.

2.1.6 Within ten (10) days of receiving the response from the local school council the teacher may request a review of the matter by the CISPG Board of Directors or its designated tribunal.

2.1.7 Request for a review by the CISPG Board or its tribunal shall be directed through the Superintendent of Schools who shall include his/her recommendation when the matter goes to the tribunal.

2.1.8 The CISPG Board or its tribunal will respond to the teacher, in writing, within ten (10) working days of receiving the request from the teacher.

2.1.9 The decision of the CISPG Board or its tribunal shall be final and binding on all parties.

2.2 Termination of Employment Appeal

2.2.1 In the case of termination of employment, the teacher may, within thirty (30) days of being given notice of termination, appeal the decision of the employer directly to the CISPG Board of Directors.

2.2.2 The CISPG Board of Directors will establish a tribunal, which shall be comprised of a chairperson from outside the system, a representative of the teacher, and a representative of the school and council. The tribunal will hear the case and make a decision on the disposition of the termination. The decision of the tribunal shall be binding on all parties.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**409**
Approved Date:	**Committee Mtg Oct 11/2000**
Revised Dates:	**Working Policy June 11, 2001** **March 11, 2011**
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TEACHERS: STAFF REDUCTION

Policy 409

A school may reduce the number of professional staff if it believes such reductions are necessary because of financial exigencies and/or low enrollments, to ensure efficient functioning.

Reason for Policy

The financial resources of the school are subject to changes due to unforeseeable circumstances (e.g. reduction in funding, sudden decline in enrollment or other emergent issues). Local school councils are limited in the options available to them in such circumstances. One of the options that may alleviate financial difficulties is the reduction of staff.

Reference: Regulation 409

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**409**
Approved Date:	**Committee Mtg Oct 11/2000**
Revised Dates:	**Working Policy June 11, 2001** **March 11, 2011**
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TEACHERS: STAFF REDUCTION

Regulations:

1. The employment of a teacher may be terminated where as a result of declining enrollment or other operational reasons the services of the teacher are no longer required.

2. In this situation the termination of the teacher will be designated as a reduction of professional teaching staff.

3. In the event of a prospective reduction of the number of professional teaching positions the local school council will consult with the Principal and then advise the Superintendent of Schools in writing as soon as it is aware that the services of some of the teachers may not be required for operational reasons.

4. The Superintendent of Schools will meet with the Principal and the local school council to develop a plan for reducing the number of professional teaching positions. The plan will include the possible reductions through attrition, transfers to other diocesan schools, retirement, and volunteer resignations.

5. Where the needed reduction cannot be accomplished as above the determination of which teacher(s) will be released in order of priority shall be as follows:

   the operational needs of the school
   Catholicity of the personnel
   the skills and qualifications of the teacher(s)
   the level of performance as determined by performance appraisals
   the length of service
   all factors being equal the release of teachers will be in the reverse order of length of service.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**410**
Approved Date:	**February 25, 2002**
Revised Date:	**June 21, 2018**
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TEACHERS: TEACHER MOVING EXPENSES

Policy 410

The CIS Board of Directors recognizes that hiring incentives may assist in the recruitment of staff during times of short supply of suitable candidates. The provision of funds to cover moving expenses for teachers is not normally a practice that is available to teachers. In times of recruitment difficulties however, travel and subsistence costs may be partially supported by a School Council. Individual cases will depend on distance to travel and # of local candidates.

Reference: Regulation 410

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**410**
Approved Date:	**February 25, 2002**
Revised Date:	**June 21, 2018**
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MOVING EXPENSES

Policy 410

The CISPG Board of Directors recognizes that hiring incentives may assist in the recruitment of Principal and Teachers during times of short supply of suitable candidates. Individual cases will depend on distance to travel and number of local candidates.

Rationale:

1. Moving expenses are tax deductible under the rules and regulations of Canada Customs and Revenue Agency (CCRA).

2. School Councils can approve up to a maximum of $2,500.00 with receipts for moving expenses for a Teacher or Principal who moves to their community for employment in our Catholic School.

3. If the Teacher or Principal ceases to be employed:

   a) in the first year of employment, then 100% of the reimbursed moving expenses must be paid back to the school. or

   b) for any portion of the 2nd year of employment, then 50% of the reimbursed moving expenses must be paid back to the school.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**411**
Approved Date:	**January 26, 2009**
Revised Date:	
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TEACHERS: EXPECTATIONS OF PART-TIME TEACHING STAFF

Policy 411

Expectations of part-time teaching staff and extra pay for additional time worked.

All part-time teaching staff will be paid the pro-rated yearly salary amount for the additional time they are required to be at work during the regular school day. This additional time is beyond their part-time contractual hours.

Reason for Policy

CISPG believes that in order to meet the needs of the school, there are times that part-time teaching staff are required to be at work outside of their regular teaching schedule. CISPG further believes in paying part-time teaching staff for these additional hours that are required during the regular school day.

Reference: Regulation 411

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**411**
Approved Date:	**January 26, 2009**
Revised Date:	
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TEACHERS: EXPECTATIONS OF PART-TIME TEACHING STAFF

Regulations:

The principal will inform part-time teaching staff what days beyond the regular part-time schedule will be mandatory. Mandatory days will include Diocesan Assembly, staff retreat, school start-up sessions, staff meetings held during regular school hours and other times as determined by the principal.

After school meetings, report card distributions etc., are activities that are required to meet the needs of the school and do not necessitate additional compensation.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**412**
Approved Date:	**Committee Mtg Oct 11/2000**
Revised Date:	**Working Policy June 11, 2001** **September 22, 2010**
Page:	1 of 1

TEACHERS: RESPONSIBILITIES

Policy 412

Part of a teacher's professional responsibility is to attend such staff or committee meetings as may be required for proper functioning of a school, to serve on committees involved in curriculum development, to participate in parent/teacher organizations and functions, and to assist with the extra-curricular programs of the school. Teaching staff are required to attend activities, events and meetings as determined by the principal. Mandatory days and events include, but are not limited to, Diocesan Assembly days, staff retreats, school start-up sessions, and staff meetings.

Principals will strive to equalize such responsibilities among the total staff.

Reason for Policy

The prime responsibility of a teacher is to teach the children in his/her care. An extension of this responsibility is the involvement of teachers in some of the many activities required to meet the needs of the school.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**414**
Approved Date:	**February 19, 2014**
Revised Date:	
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EMPLOYEES: SOCIAL MEDIA

Policy 414

"The issues are not principally technological…It is important to know how to dialogue and, with discernment, to use modern technologies and social networks in such a way as to reveal a presence that listens, converses and encourages."* ~ *Pope Francis

Rationale:

Definition of Social Media:

Social media is defined as any form of online publication or presence that allows end users to engage in multi-directional conversations in or around the content of the website. Social media includes but is not restricted to Facebook, MySpace, Nigh, Twitter, Second Life, YouTube, blogs, wikis, social bookmarking, podcasts, forums, content communities, email and messaging.

Introduction

The Catholic Independent Schools Diocese of Prince George (the "CISPG") recognizes the importance of providing employees with a clear understanding of the impact of using social media and its appropriate use. In an 'online world', the lines between public and private, personal and professional can become blurred. Even when employees are social networking on their own time, they may be identified as working for and sometimes representing the CISPG in their online communications.
We recognize the use of social media and networking as one means of communicating in the online world. However, we also recognize that the inadvertent misuse of social media by employees has the potential to put the reputation of the CISPG, its schools and its employees at risk. The following policy has been established to ensure best practices and mitigate both the CISPG and employees' exposure to risk.

Teachers employed by CISPG are required to adhere to the BC Teaching Standards as published by the BC Teacher Regulation Branch, specifically "Educators act with integrity, maintaining the dignity and credibility of the profession. They understand that their individual conduct contributes to the perception of the profession as a whole. Educators are accountable for their conduct while on duty, as well as off duty, where that conduct has an effect on the education system. Educators have an understanding of the education system in BC and the law as it relates to their duties".

All employees are reminded of the CISPG Catholicity clause in their contracts of employment when participating in all forms of social media.

Code of Conduct for Employees: Social Networking

Procedure:

General

1. Use good judgment. Think about the type of image or information you want to convey. You are responsible for your online communications.
2. As role models for students and a representative of the CISPG and the school, you must ensure that your use of social networking, even on your personal time, does not reflect negatively on your professional reputation or that of the CISPG or which are contrary to the teachings of our Catholic faith.
3. Use only school-sanctioned sites and tools or other school-approved means of communicating online with students and parents. All communication with students and parents should be formal, courteous and respectful and should pertain to school related matters.
4. Respect the law in relation to your online communications. Protect the confidentiality of information regarding students and their families. Ensure compliance with copyright requirements. Do not make comments online which are defamatory of others.

Specific

1. Avoid impulsive, inappropriate or heated postings. Remember that what you post may be viewed and archived permanently online.
2. Monitor all content you or others post to your personal social media accounts to ensure that it is consistent with your role in the CISPG and professional standards. Remove any material which is inappropriate or contrary to this policy.
3. Online activities must not interfere with the performance of your job or your effectiveness as an employee of the CISPG.
4. Online communications should reflect the principles of honesty, respect, responsibility, and consideration of others.
5. Do not disclose any confidential or personal information about students or their families in online communications. Do not post photographs or videos of students without the written permission of the parent/guardian.
6. Social networking sites and online postings are not necessarily private. Never criticize students, fellow employees or the CISPG on online sites.
7. Use dedicated CISPG sites and tools for online communications with students and parents. Should you wish to create other sites and/or use other online forums for communicating with students, you must obtain approval from parent/guardian. All sites and online forums for communicating must comply with this Policy and access must be appropriately restricted (*e.g.*, to students assigned to your class or activity).
8. Do not request or accept any current or former minor student (person under the age of 19 years) as 'friends' on social networking sites. In the case of a student minor who is a family member, it is okay to 'friend them' with the recommendation that you inform them of your responsibility as an employee for a Catholic school system and that you ensure posts and links are appropriate.
9. Do not exchange personal phone numbers, email addresses, or photographs with students, except if the students are your own relatives.
10. Ask friends not to tag you in any photos or videos without your permission and remove anything that is not appropriate to your role in the CISPG.

Contraventions of this Policy may result in discipline, up to and including dismissal.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**417**
Approved Date:	**February 25, 2002**
Revised Date:	**March 31, 2016**
Page:	1 of 1

ASSIGNMENT OF POSITION AFTER RETURN FROM LEAVE

Policy 417

The CISPG Board of Directors recognizes that a teacher who is eligible for and granted a leave for maternity, educational purposes, family, or other consideration will be assigned a position on the teacher's return according to the following regulations.

Reference: Regulation 417

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**417**
Approved Date:	**February 25, 2002**
Revised Date:	**March 31, 2016**
Page:	1 of 1

Regulations:

1. Maternity Leave –- In the case of an early return from a maternity leave, or other special situation, a teacher may return to duty earlier than provided in the agreed upon leave, subject to an equivalent notice period to terminate the contract of the replacement teacher. The return from maternity leave or family leave shall be to a position of equal FTE that the teacher is qualified for as determined by the principal.

2. The teacher returning from a leave of (10) ten months shall be offered a position they are qualified for and equal to the same FTE prior to their leave. The (10) ten months of leave refer to a consecutive academic school year.

3. A teacher returning from an extended leave of more than ten (10) consecutive teaching months shall return to a position they are qualified for with the same FTE prior to their leave.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**419**
Approved Date:	**4 May 1998**
Revised Date:	
Page:	1 of 1

TEACHERS: EMPLOYEE RECOGNITION

Policy 419

The CISPG Board of Directors believes in the value of recognizing meritorious and dedicated service to the schools of CISPG. Therefore, CISPG Board of Directors encourages local school councils to recognize and honor long service and retiring employees.

Reason for Policy

The recognition of long-service and retiring employees provides an opportunity to publicly acknowledge individuals for their dedication to Catholic schools in the Diocese, as well as be a model of encouragement and motivation for other staff.

Reference: Regulation 419

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**419**
Approved Date:	**4 May 1998**
Revised Date:	
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TEACHERS: EMPLOYEE RECOGNITION

Regulation:

Long service employees shall be recognized by Catholic Independent Schools Society by presenting a CIS service pin for five, ten, fifteen, twenty, and twenty-five years of service to support staff in schools under the jurisdiction of the Society.

The CISPG will share in the cost of a gift for an employee who has served CIS for twenty-five years.

The CISPG Board of Directors may, at its discretion, make special awards not specifically identified in this policy.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**420**
Approved Date:	**Committee Mtg Oct 11/2000**
Revised Date:	**Working Policy June 11, 2001** **January 15, 2010**
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CRIMINAL RECORDS REVIEW AUTHORIZATION

Policy 420

In order that the requirements of the Law be carried out in its schools the CIS Board of Directors requires that all employed personnel who are in a "working with children" environment provide Criminal Records Review Authorization according to the attached regulations.

Reason for Policy:

The CISPG Board of Directors recognizes that the purpose of the BC Criminal Records Review Act is to help protect children from physical and sexual abuse. Notwithstanding, the Law requires compliance for employees and it is the direction of the Bishops of British Columbia through the CISCBC that we must go beyond meeting the requirements of the Law and require that children are safe in our Catholic school environments.

Reference: Regulation 420

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**420**
Approved Date:	**Committee Mtg Oct 11/2000**
Revised Date:	**Working Policy June 11, 2001** **January 15, 2010**
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CRIMINAL RECORDS REVIEW AUTHORIZATION

Regulations:

To comply with the Law and the requirements of the Policy the following regulations will apply:

1. All members of the British Columbia College of Teachers will meet the requirements through that governing body.

2. All teachers holding certification or authority to teach under the Independent Schools Branch must complete and sign a Criminal Records Review Authorization.

3. Individuals must sign a Criminal Records Review Authorization prior to commencement to work.

4. Individuals who will not meet the requirements of this policy cannot be employed in any of the schools under the jurisdiction of CISPG.

5. Individuals who have a relevant criminal record will not be employed and if they have commenced employment that employment will be cancelled.

6. In instances involving local adjudication or where the Employer will make a decision, this decision will be made by the CISPG Board of Directors.

When Someone is a Risk

Duties of Employers

1. If the individual is an applicant for employment, the employer must ensure that the individual is not hired for a job that involves working with children.

2. If the individual is an employee, the employer must ensure that the employee does not work with children. This may mean the employee is terminated, given leave, or other options, which ensure that the employee does not work with children.

3. If the individual is also a member of a governing body, the employer is notified by the governing body that the employee has been found by an adjudicator to present a risk of physical or sexual abuse to children, the employer must immediately ensure that the employee does not work with children.

New Convictions or Outstanding Charges

Duties of Employees

1. If an employee who is working with children is charged with or convicted of a relevant offence subsequent to a criminal record check, the employee must promptly report the charge or conviction to their employer and provide the employer with a signed Criminal Record Check Authorization Form.

Duties of Employers

1. When an employer becomes aware that an employee who works with children has an outstanding charge for, or has been convicted of, a relevant offence, the employer must require the employee to provide a signed Criminal Record Check Authorization Form for a further criminal record check.

2. If the employee is also a registered member, the employer must take reasonable steps to notify the registered member's governing body that it has taken action.

The Criminal Records Review of all personnel involved in a working with children environment under the jurisdiction of CISPG is administered by the Superintendent of Schools. Authorizations are forwarded to CIS attention Superintendent of Schools.

Any additional information or clarification of the requirements of this Policy and Regulations can be obtained by contacting the Superintendent of Schools.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**422**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	**Working Policy June 11, 2001**
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SUPPORT STAFF: HIRING AND APPOINTMENT

Policy 422

The hiring of support staff is the responsibility of the local school council and principal. The hiring process shall be conducted in accordance with regulations and procedures established by the Superintendent of Schools.

Reason for Policy

Support staff are accountable to the local school principal. As a result of this relationship the principal has been given the responsibility for the selection and appointment of all support staff.

Reference: Regulation 422

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**422**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	**Working Policy June 11, 2001**
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SUPPORT STAFF: HIRING AND APPOINTMENT

Regulations:

1. Hiring: General

   1.1 Notice of vacancies within the CISPG Society organization will be circulated to all schools within ten (10) days of the position becoming vacant.

   1.2 Successful applicants will be required to sign a criminal record review authorization.

   1.3 All newly hired support staff will be on a three (3) month probationary period. On the satisfactory completion of this period, employment will be considered as continuing subject to the terms and conditions of employment in the policy, regulations, and procedures of CISPG Society Board of Directors and local school councils.

   1.4 If, upon completion of the evaluation, performance is rated less than satisfactory the probationary period may be extended to six (6) months at the discretion of the employer, or the employer's designate.

2. Hiring: Procedures

   2.1 Resumes will be reviewed by the school principal and selection committee.

   2.2 The selection committee will conduct the interview. The committee will normally be comprised of:

      2.2.1 the local school council human resource representative;
      2.2.2 the parish priest, or representative;
      2.2.3 other, according to position under consideration; and
      2.2.4 the school principal.

2.3 The Selection Committee shall in consultation with the School Council make a decision to offer a position.

2.4 Once the successful candidate has accepted the position the unsuccessful applicants will be notified, in writing.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**423**
Approved Date:	
Revised Date:	**Working Policy October 22, 2001**
Page:	1 of 1

TEACHERS: PROMOTIONS

Policy 423 RESCINDED

This Policy has been Rescinded as of March 8, 2018. The relevant points are included in Policies 402, 403 and 405.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**424**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	**Working Policy June 11, 2001**
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SUPPORT STAFF: APPRAISAL PROGRAM

Policy 424

The Superintendent of Schools will ensure that a program of appraisal for all support staff is carried out.

Reason for Policy

The development and availability of a competent, responsible support system is essential to the smooth functioning of a school system. The process of appraisal and evaluation provides a record of the required performance while providing incentive to the employee to maintain and improve the required level of service.

The CISPG Society Board of Directors expects all employees to make continuous efforts to improve their work and expects their supervisors to assist them through supervision and evaluation.

Reference: Regulation 424

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**424**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	**Working Policy June 11, 2001**
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SUPPORT STAFF: APPRAISAL PROGRAM

Regulations

1. General

   1.1 Each support staff member will be evaluated, in writing, at least once annually for the first two years of employment and at least every third year thereafter.
   1.2 Additional evaluations may be made as the circumstances warrant.

   For the purposes of reporting, the following groups of support staff will be evaluated within the designated schedule.

2. With respect to school-based support staff:

   2.1 secretaries; caretakers; custodians; aides; clerks; maintenance staff.
   2.2 there will be a formal report at the end of the three (3) months probationary term of employment.

3. With respect to CISPG office staff

   3.1 CISPG office staff includes secretarial and clerical staff.
   3.2 there will be a formal report at the end of a three (3) months probationary term.

4. With respect to the appraisal process:

   4.1 the person to whom the employee is responsible will make the appraisal.
   4.2 the appraisal will cover the areas to be evaluated as determined by the employee's job description.
   4.3 a copy of the evaluation report will be signed by and given to the employee being evaluated.
   4.4 a copy of the evaluation report will be retained in the employee's personnel file.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**425**
Approved Date:	**Committee Mtg Oct 11/2000**
Revised Date:	**Working Policy June 11, 2001**
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SUPPORT STAFF: TERMINATION OF EMPLOYMENT

Policy 425

The employment of a support staff member may be terminated for just cause.

Reason for Policy

The CISPG Board of Directors recognizes that there are occasions when it is necessary to terminate the employment of a support staff member for just cause.

Reference: Regulation 425

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**425**
Approved Date:	**Committee Mtg Oct 11/2000**
Revised Date:	**Working Policy June 11, 2001**
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SUPPORT STAFF: TERMINATION OF EMPLOYMENT

Regulation

Except where termination for just cause applies the following notice of termination will be given by the employer as outlined in the Employment Standards of BC.

Appeal Procedures

1. General

1.1 It is recognized that differences may arise between the employee and the employer, or the employer's representative, including the local school council, on the application and interpretation of the terms and conditions of employment and on matters of discipline and dismissal.

1.2 Where an employee feels dissatisfied by the action of the employer or the representative of the employer or an interpretation by the employer of the terms and conditions of employment, the employee shall first discuss the matter with the school principal.

1.3 If, under the circumstances, it is not possible to discuss the matter with the principal or where the discussion with the principal does not resolve the matter to the employee's satisfaction, the employee may discuss the matter with the Superintendent of Schools or designate.

1.4 If the informal discussions with the principal, and the Superintendent of Schools, do not resolve the matter, the employee may, within five (5) working days of the incident giving rise to the complaint, make a formal written request to the local school council for a resolution of the complaint.

1.5 The local school council shall respond to the formal request of the employee within ten (10) working days of its receipt.

3.6 Within ten (10) days of receiving the response from the local school council the employee may request a review of the matter by the CISPG Board of Directors.

3.7 Requests for a review to the CISPG Board of Directors shall be investigated by the Superintendent of Schools who shall submit his report and recommendation to the CISPG Board of Directors.

3.8 The CISPG Board of Directors will respond within ten (10) working days of receiving the request for a review.

3.9 The decision of the CISPG Board of Directors will be binding on all parties .

4. Termination of Employment Appeal

4.1 In the case of termination of employment, the employee may, within thirty (30) days of receiving notification of termination, appeal the decision of the employer directly to the CISPG Board of Directors.

4.2 If the CISPG Board upholds the termination the matter may, at the request of the employee and where the employee agrees to be bound by the result, be submitted to the appeal tribunal established for this purpose.

4.3 The CISPG Board of Directors will appoint the appeal tribunal and it will include:

4.3.1 one (1) chairman annually appointed from outside the school system;
4.3.2 one (1) member at large from the diocesan community; and
4.3.3 one (1) member recommended and appointed on behalf of the employee.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**426**
Approved Date:	**4 May 1998**
Revised Date:	
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SUPPORT STAFF: EMPLOYEE RECOGNITION

Policy 426

The CISPG Board of Directors believes in the value of recognizing meritorious and dedicated service to the schools of CISPG. Therefore, CISPG Board of Directors encourages local school councils to recognize and honor long service and retiring employees.

Reason for Policy

The recognition of long-service and retiring employees provides an opportunity to publicly acknowledge individuals for their dedication to Catholic Schools in the Diocese, as well as be a model of encouragement and motivation for other staff.

Reference: Regulation 426

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**426**
Approved Date:	**4 May 1998**
Revised Date:	
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SUPPORT STAFF: EMPLOYEE RECOGNITION

Regulation

Long service employees shall be recognized by Catholic Independent Schools Society by presenting a CIS service pin for five, ten, fifteen, twenty, and twenty-five years of service to support staff in schools under the jurisdiction of the Society.

The CISPG will share in the cost of a gift for an employee who has served CIS for twenty-five years.

The CISPG Board of Directors may, at its discretion, make special awards not specifically identified in this policy.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**427**
Approved Date:	**April 21, 1997**
Revised Date:	**March 11, 2011**
Page:	1 of 1

SUPPORT STAFF: REDUCTION OF

Policy 427

A school may reduce the number of support staff if it believes that such reductions through restructuring may be necessary to ensure efficient functioning and viability of the school.

Reason for Policy

The financial resources of the school are subject to changes due to unforeseen circumstances (e.g. reduction of funding, sudden decline in enrollment or emergent issues). Local councils are limited in options available to them in such circumstances. One of the options that may alleviate difficulties is the reduction of staff through re-structuring.

Reference: Regulation 427

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**427**
Approved Date:	**April 21, 1997**
Revised Date:	**March 11, 2011**
Page:	1 of 2

SUPPORT STAFF: STAFF REDUCTION

Regulations

l. The school council shall identify the aim or purpose of the restructuring of its operation and formulate a plan to meet the aim or purpose.

2. In the preliminary step the council shall consider the financial constraints that must be met, the changes in the functions that no longer have to be met, program changes, loss of students who were served by the program, or a change in the services that are required.

3. Once the aim or purpose has been identified, a plan for the restructuring of the organization should be developed.

4. The existing staff shall be provided with an opportunity for input as well as other relevant parties. Alternative plans shall be developed as part of the response. Job sharing may be a considered option for staff reduction.

5. When the proposed restructuring is under consideration the positions shall be identified but not the personnel for those positions.

6. Once the restructuring plan has been developed a process must be used to place the personnel in the positions. Two factors that limit the process are:

    - existing contractual arrangements;
    - Employment Standards Act regarding severance provisions for employees who suffer a loss of position when work ceases to be available.

7. In determining who is placed in a position, it is important that the process is fair and open.

8. Employees may be provided with the opportunity to express their preference.

9. Criteria for the positions would include:

    - operational needs of the school;
    - Catholicity of the personnel
    - qualifications: training and experience
    - level of performance as determined by performance appraisals
    - length of service (number of years in the school)

10. Where job sharing is considered as an option to reduce staff the following conditions will be followed:

    10.1 Job sharing will provide one (1) full-time position to be split between two (2) employees.

    10.2 Employees involved in a job share must be compatible and capable of working together to meet the requirements of the position.

    10.3 An agreement shall be signed between the two (2) employees and the employer which clearly states that in the event that one of the employees decides to resign the remaining employee shall become a full-time employee and the job shared position will be discontinued. Further, in the event that the remaining employee does not want to become full-time the employee agrees to resign thus allowing the position to be filled by one (1) full-time employee.

    10.4 Where job sharing is allowed the conditions shall be mutually agreed to by all parties.

11. Personnel displaced by the restructuring will be the first called for substitute work or for future suitable employment.

12. Severance arrangements may be required in some instances.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**428**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	**Working Policy June 11, 2001 November 16, 2009**
Page:	1 of 1

SUPPORT STAFF: LEAVES OF ABSENCE

Policy 428

Support staff requests for special leaves of absence will be considered by the local school council on an individual basis.

Reason for Policy

The CISPG Society Board of Directors recognizes that support staff may from time to time require leaves of absence for personal reasons other than those that may appear in the terms and conditions of employment or policy. However, the interests of the students enrolled in the schools of the Diocese, must be considered paramount in all decisions of the local school council regarding support staff leaving the school for short or extended periods of time.

Reference: Support Staff Employment Plan – Section 5: Leaves of Absence

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**429**
Approved Date:	**February 25, 2002**
Revised Date:	**Working Policy**
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SUPPORT STAFF: REPLACEMENTS AND SUBSTITUTES

Policy 429

The CIS Board of Directors recognizes that from time to time replacement personnel or substitute personnel may be required to provide services to the school during times when the incumbent is away due to illness, family responsibilities, leaves of absence or other circumstances. In such cases the Principal will determine the need and the employment of replacement or substitute personnel in accordance with the following regulations and guidelines.

Reference: Regulation 429

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**429**
Approved Date:	**February 25, 2002**
Revised Date:	**Working Policy**
Page:	1 of 1

SUPPORT STAFF: REPLACEMENTS AND SUBSTITUTES

Regulations and Guidelines:

1. Support staff replacement and substitution includes teacher aides, clerical personnel, library aides or library clerical, school secretary, bookkeeper, school secretary/bookkeeper, custodian and maintenance personnel.

2. In order that qualified and approved personnel are available, the Principal will advertise in the Parish community for individuals who are interested and available for replacement or substitution work at the school.

3. The Principal, Pastor, and School Council Chairperson or designate, will interview the applicants for the various positions that may require substitutes and will determine approved candidates for employment.

4. When a replacement or substitute is required the Principal will hire only approved candidates from the committee developed list.

5. The replacement and substitute list will be updated in September of each year.

6. All replacement or substitute personnel must meet the requirements of the criminal record review prior to employment.

7. Approved replacements and substitutes from one year's list may be moved forward providing the individual indicates in writing that he/she is available according to the information provided at the interview.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**429.1**
Approved Date:	**February 25, 2002**
Revised Date:	**Working Policy**
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TEACHERS: REPLACEMENTS AND SUBSTITUTES

Policy 429.1

The CIS Board of Directors recognizes that from time to time that a teacher may be away from duty because of illness, work related activities, family responsibilities, and for a variety of other reasons. The Directors expect that the incumbent will be replaced with a qualified substitute teacher. When this is not possible, arrangements will be in place to have as a minimum a classroom supervisor who is under the direction of the Principal. The Principal will maintain an approved list of available qualified substitutes and classroom supervisors.

Reference: Regulation 429.1

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**429.1**
Approved Date:	**February 25, 2002**
Revised Date:	**Working Policy**
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TEACHERS: REPLACEMENTS AND SUBSTITUTES

Regulations and Guidelines:

1. Substitute teachers and classroom supervisors will be hired from the approved list by the Principal.

2. The Principal will advertise for qualified teachers who are willing to substitute at the school. Qualifications, reference checks, pastor's reference check and criminal record check will be completed.

3. The candidates who apply will be interviewed by the Principal, Pastor, and School Council Chairperson or designate.

4. An approved list of substitutes will be developed following the interviews.

5. The Principal will hire substitutes only from this list.

6. The substitute list should be developed in late August with occasional further notice in the Parish bulletin to enhance the list during the year.

7. Approved classroom supervisors should be identified using a similar process.

8. Criminal record reviews are mandatory for anyone who is employed in a working with children environment.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**429.2**
Approved Date:	**April 15, 2002**
Revised Date:	
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TEACHERS: SUB TEACHER REMUNERATION

Policy 429.2

The CIS Board of Directors recognizes that from time to time substitute teachers are required to replace incumbent teachers who are unable to report for duty because of illness and other recognized absences. In order that students are provided with regular instruction substitute teachers are required to replace the absent teacher. Substitute teachers will be hired and compensated in accordance with the following procedures and regulations:

Reference: Regulation 429.2

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**429.2**
Approved Date:	**April 15, 2002**
Revised Date:	
Page:	1 of 1

TEACHER: SUB TEACHER REMUNERATION

Regulations and Procedures:

1. Substitute teachers will be employed as the first option to an absent teacher.
2. An appropriate substitute list will be maintained to ensure that substitutes are readily available.
3. Substitute teachers will be paid a rate of _____dollars inclusive of vacation and statutory holiday pay for each day of substitution. This per diem rate shall be decided by the local school council and the rate shall be less than the per diem rate of a beginning level four and step zero teacher.
4. If the same substitute is employed in the same assignment for ten (10) or more consecutive days the substitute shall be paid according to his/her qualifications commencing on the eleventh day and calculated retroactively to the first day. On the eleventh day the substitute teacher shall be put on a temporary contract.
5. If the absence of the incumbent teacher is expected to be of a long duration the substitute will be hired under a temporary contract.
6. Schools within the same Public School District shall maintain the same rate of substitute remuneration as other Catholic Independent Schools within the same District.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**430**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	**Working Policy June 11, 2001**
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PERSONNEL RECORDS

Policy 430

The Superintendent of Schools will develop, administer, and maintain a standardized system of personnel records at the diocesan and school levels which will provide for completeness, currency, accuracy, security, and confidentiality.

Reason for Policy

The effective operation of the school system requires personnel records for a wide variety of purposes. However, the type of information required in these records can be sensitive in nature with respect to employees. Therefore, a balance must be maintained between keeping and using personnel records and ensuring their security and confidentiality.

Reference: Regulation 430

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**430**
Approved Date:	**Probationary Approval February 29, 2000**
Revised Date:	**Working Policy June 11, 2001**
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PERSONNEL RECORDS

Regulations

1. With respect to the collection of information for personnel records

   1.1 The Superintendent of Schools will ensure that the necessary information regarding school personnel is compiled and maintained.

   1.2 No information will be collected about employees without either:

      1.2.1 that information being previously authorized as required by the CISPG Society or Ministry of Education. [see Regulation 414 (2)]

      1.2.2 their informed consent. [see Regulation 414 (3)]

   1.3 Where the Superintendent of Schools has not authorized the gathering of a specific type of information, then the prior informed consent of the employee will be required.

   1.4 Supervisors may maintain personal and confidential files containing notes and other memory aids for their own use in assisting employees.

      NOTE*: Any and all such notes will be considered the personal property of the supervisor.*

2. The following information will constitute authorized records for which information may be gathered without prior consent of the employee:

   2.1 contractual and employment arrangements.
   2.2 personal identifying information.
   2.3 prior education, training and experience.
   2.4 religious affiliation.
   2.5 marital status.
   2.6 benefit plan data.
   2.7 written evaluations, as provided for in the CISPG Society policies.
   2.8 correspondence between the school system and the employee.
   2.9 data legally required by other government agencies.
   2.10 materials related to professional development and achievement.

2.11 One (1) record file will be maintained by the school for each teacher which will contain the information in 2.1 to 2.10 and:

- 2.11.1 payroll information
- 2.11.2 correspondence between the employee and the school
- 2.11.3 record of accumulated sick leave
- 2.11.4 copies of medical certificates

3. Employee's consent for the gathering of information, other than identified in authorized records above, will be secured in the following manner:

3.1 The employee will sign a consent form indicating the nature of the information and the reason for requiring it.

4. With respect to administration of personnel records:

4.1 The Superintendent of Schools will be responsible for record maintenance, security, and access at the diocesan level.

4.2 The principal will be responsible for record maintenance at the school level.

4.3 The Superintendent of Schools will be responsible for all the training of personnel for all aspects of record management.

5. With respect to security and confidentiality of information:

5.2 Personnel records will be kept under lock and key when the direct supervision of the records by the person responsible is not possible.

6. With respect to access to personnel records:

6.1 Upon request to the Superintendent of Schools, the employee, or his/her duly authorized representative shall have the right to examine the contents of his/her personnel file, except for confidential letters of reference. Such examination shall be in the presence of the Superintendent of Schools or his designate. The employee shall not be allowed to remove his/her personnel file, or any part thereof, from the office of the Superintendent of Schools or designated area or the school of employment. Upon written request, the employee shall be able to obtain copies of the documents to which he/she has right of examination.

6.2 Employees will have the right to challenge the validity of any data contained in their personnel file.

6.3 Confidential letters of reference received in relation to the appointment of an employee shall be confidential and shall not be shown to the candidate before, during, or after employment.

6.4 An employee shall have the right to obtain the names of all the authors of confidential letters (or assessments) held in his/her personal file.

6.5 The Superintendent of Schools or a Principal may provide access to an employee's permanent file to authorized diocesan/school personnel for the purpose of administration.

7. With the respect to the release of information:

7.1 Authorized system/school personnel will not divulge, in any form to any person, any information contained in personnel records except:

- 7.1.1 with the approval of the Superintendent of Schools or school principal.
- 7.1.2 as required by law, in compliance with a judicial order.
- 7.1.3 in compliance with the orders of administrative agencies where those agencies have the power of subpoena.
- 7.1.4 with the written consent of the employee specifying:
  - 7.1.4.1 the records to be released;
  - 7.1.4.2 to whom the records are to be released; and
  - 7.1.4.3 whether the employee requires a copy of the records that have been released.

7.2 Where information has been released, the employee will be provided with a copy of the information upon request.

7.3 The system and/or school may provide anonymous data from its employee records for approved research purposes, without consent where there is no possibility of identifying any individual through the release.

7.4 Where the identification of individuals is legally required, with or without consent, employees will be informed of the specific information that has been provided.

NOTE: The diocese and/or the school may in instances release information on individuals to governmental agencies (local, provincial, federal).

7.5 The Superintendent of Schools and/or the principal will comply with an employee's written request for the release of information to other persons or agencies.

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Policy:	**432**
Approved Date:	**October 28, 2002**
Revised Date:	**November 16, 2009** **April 30, 2012**
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TEACHER EMPLOYMENT PLAN

Policy 432

The Board of Directors recognizes the need to establish a Teacher Employment Plan that outlines the working conditions and benefits that are available to professional teachers who are employed in the Catholic Schools throughout the Diocese. The Teacher Employment Plan outlines benefits available to all teachers in accordance with the following regulations:

Reference: Regulation 432

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**432**
Approved Date:	**October 28, 2002**
Revised Date:	**November 16, 2009** **April 30, 2012**
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TEACHER EMPLOYMENT PLAN

Regulations:

1. If a difference exists between the Teacher Employment Plan and one or more policies, the Teacher Employment Plan supersedes the policy/policies.

2. The Teacher Employment Plan applies to all teachers hired to teach in the Catholic Schools of the Diocese.

3. If a benefit exists in the Teacher Employment Plan that is less than a benefit required by Employment Standards the teacher will be entitled to the benefit as defined by the latter.

4. The CIS Board of Directors may review annually the recommendations to the Teacher Employment Plan as presented by the teachers and Local School Councils through the office of the Superintendent of Schools.

5. Teachers who are currently receiving compensation beyond the grid placement that they are entitled to under the employment plan's qualification requirement must be red circled and keep at that level until their salary entitlement according to the plan, exceeds their red circle placement.

6. New teachers to the system shall be compensated according to the conditions of the plan.

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Category:	**PERSONNEL**
Policy:	**435**
Approved Date:	**February 29, 2000**
Revised Date:	**October 11, 2019**
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HARASSMENT and BULLYING PREVENTION

Policy 435

1. General

a. The employer recognizes the right of all employees to work, to conduct business and otherwise associate free from harassment, bullying or sexual harassment.

b. The employer considers harassment in any form to be totally unacceptable and will not tolerate its occurrence. Proven harassers shall be subject to discipline and/or corrective actions. Such actions may include counselling, courses that develop an awareness of harassment, verbal warning, written warning, transfer, suspension, or dismissal.

c. For the purposes of this policy, retaliation against an individual for having invoked this policy, or for having participated or cooperated in any investigation under this policy, or for having been associated with a person who has invoked this policy or participated in these procedures, will be treated as harassment.

d. All parties involved in a complaint agree to deal with the complaint expeditiously and to respect confidentiality.

e. The complainant and the alleged offender may at their choice be accompanied by an advisor at all meetings in this procedure.

f. These resolution procedures do not negate the complainant'(s) right to legal recourse including assistance from the BC Human Rights Commission.

Reference: Regulation 435

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Category:	**PERSONNEL**
Regulation:	**435**
Approved Date:	**February 29, 2000**
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HARASSMENT and BULLYING PREVENTION

Regulations & Procedures

1. Definitions

a. For the purpose of this Policy harassment shall be defined as including:

i. Sexual harassment; or

ii. Any improper behaviour that is directed at or offensive to any person, is unwelcome, and which the person knows or ought reasonably to know would be unwelcome; or

iii. Objectionable conduct, comment, materials or display made on either a one-time or continuous basis that demeans, belittles, intimidates, or humiliates another person; or

iv. The exercise of power or authority in a manner which serves no legitimate work purpose and which a person ought reasonably to know is inappropriate; or

v. Such misuses of power or authority as intimidation, threats, coercion and blackmail.

b. The definition of "sexual harassment" shall include but not be limited to the following:

i. Any comment, look, suggestion, physical contact, or real or implied action of a sexual nature which creates an uncomfortable working environment for the recipient, made by a person who knows or ought reasonably to know such behaviour is unwelcome; or

ii. Any circulation or display of visual material of a sexual nature that has the effect of creating an uncomfortable working environment; or

iii. An implied promise of reward for complying with a request of a sexual nature; or

iv. A sexual advance made by a person in authority over the recipient that includes or implies a threat or an expressed or implied denial of an opportunity which would otherwise be granted or available and may include a reprisal or a threat of reprisal made after a sexual advance is rejected.

The above conduct in (a) and (b) can be verbal, physical, or written (including electronic media)

c. Allegation – a statement or accusation of misconduct that is yet to be proven.

d. Professional Relationship – A relationship the purpose of which is to meet the student's or staff member's needs for professional assistance or service.

e. Harassment/Sexual Harassment are outside of the Policies on Complaints –

HARASSMENT and BULLYING PREVENTION

2. Resolution Procedure

a. Step 1

The complainant, if comfortable with that approach, may choose to speak to or correspond directly with the alleged harasser to express his/her feelings about the situation.

Before proceeding to Step 2, the complainant may approach his/her administrative officer, staff rep or other contact person to discuss potential means of resolving the complaint and to request assistance in resolving the matter. If the matter is resolved to the complainant's satisfaction the matter is deemed to be resolved.

b. Step 2

i. If a complainant chooses not to meet with the alleged harasser, or no agreement for resolution of the complaint has been reached, or an agreement for resolution has been breached by the alleged harasser, a complaint may be filed with the Superintendent or designate.

ii. The employer shall notify in writing the alleged harasser of the complaint and provide notice of investigation.

iii. In the event the Superintendent is involved either as the complainant or alleged harasser, the complaint shall, at the complainant's discretion, be immediately referred to the President of CIS Board of Directors.

c. Step 3

i. The employer shall investigate the complaint. The investigation shall be conducted by a person who shall have training and/or experience in investigating complaints of harassment. The complainant may request that the investigator shall be of the same gender as the complainant and where practicable the request will not be denied.

ii. The investigation shall be conducted as soon as is reasonably possible and shall be completed in ten (10) working days unless otherwise agreed to by the parties, such agreement not to be unreasonably withheld.

3. Remedies

a. Where the investigation determines harassment has taken place, the complainant shall, when appropriate, be entitled to but not limited to:

i. Reinstatement of sick leave used as a result of the harassment;
ii. Any necessary counselling services to deal with the negative effects of the harassment;
iii. Redress of any career advancement or success denied due to the negative effects of the harassment;
iv. Recovery of other losses and/or remedies which are directly related to the harassment.

b. Where the investigator has concluded that harassment or sexual harassment has occurred, the harasser shall be subject to disciplinary provisions acceptable to the CIS Board of Directors.

c. The complainant shall be informed in writing that disciplinary action was or was not taken.

d. If the harassment results in the transfer of an employee it shall be the harasser who is transferred, except where the complainant requests to be transferred. No harasser shall be transferred more than once.

e. If the complainant is not satisfied with the remedy, the complainant may initiate an appeal to the CIS Board of Directors. In the event the alleged harasser is the Superintendent, the parties agree to refer the complaint directly to expedited arbitration.

4. Training

a. The employer shall be responsible for developing and implementing an ongoing harassment and sexual harassment awareness program for all employees.

Where a program currently exists and meets the criteria listed in b, such a program shall be deemed to satisfy the provisions of this article. This awareness program shall initially be for all employees and shall be scheduled at least once annually for all new employees to attend.

b. Within twelve (12) months the employer shall have a training program in place. The program shall include but not be limited to:

i. The definitions of harassment and sexual harassment as outlined in this Agreement;
ii. Understanding situations that are not harassment or sexual harassment, including the exercise of an employer's managerial and/or supervisory rights and responsibilities;
iii. Developing an awareness of behaviour that is illegal and/or inappropriate;
iv. Outlining strategies to prevent harassment and sexual harassment;
v. A review of the resolution of harassment and sexual harassment as outlined in this Policy;
vi. Understanding malicious complaints and the consequences of such;
vii. Outlining any Board Policy for dealing with harassment and sexual harassment;
viii. Outlining laws dealing with harassment and sexual harassment which apply to employees within CIS

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Approved Date:	**November 5, 2007**
Revised Date:	**October 11, 2019**
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SMOKE-FREE ENVIRONMENT

Policy 436

Rationale

Catholic Independent Schools Diocese of Prince George (CISPG) recognizes its responsibility to promote a healthy lifestyle in the form of a smoke-free environment for the health and welfare of students, staff and any other person.

CISPG recognizes that the Legislature of British Columbia has passed Bill 10 – Tobacco Sales (Banning Tobacco and Smoking in Public Places and Schools) Amendment Act, 2007, Tobacco and Vapour Products Control Act, and "Tobacco and Vapour Products Control Regulation".

Procedures:

1. Smoking and the use of tobacco products including vapour products is prohibited on all School property by students, staff, and any other person, except as set out in Article 8.

2. *"No Smoking"* signs shall be posted in all facilities of the Catholic Independent Schools Diocese of Prince George.

3. Users of rental or leased space in the school facilities of the Diocese are to be advised of this policy.

4. If a staff member fails to adhere to the administrative policy, the immediate supervisor shall undertake progressive discipline.

    a. The staff member will be informed of the policy and encouraged to adhere to it.
    b. The staff member will be given **verbal warnings** on failure to adhere to the policy.
    c. The staff member is given a **written letter of reprimand** with a copy to their personnel file.
    d. If a staff member continues to fail to adhere to the policy, the immediate supervisor shall refer the matter to the Superintendent of Schools.

5. In addition, no student shall possess tobacco products or vapour products on school property.

6. If an adult possesses tobacco products and/or vapour products on school property, he/she shall not smoke or otherwise consume same on school property.

7. If a student fails to adhere to this administrative policy the principal may take disciplinary action as deemed appropriate in the circumstances.

8. The use of tobacco products is permitted for Aboriginal ceremonies.

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TECHNOLOGY AND NETWORKED INFORMATION

Policy 437

The computing and telecommunication facilities and services provided by schools within CISPG are intended for teaching, learning and administrative purposes. Computing and telecommunication resources are used to enhance educational programs and to conduct school and CISPG business.

Reference: Regulation 437

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**437**
Approved Date:	**June 14, 2010**
Revised Date:	
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TECHNOLOGY AND NETWORKED INFORMATION

Regulations

1. Every student, employee and other person having access to any computing resource within the CISPG office and within CISPG schools is required to use such resources in a legal, ethical, responsible and professional manner.

2. The publication and posting of information on any CISPG or CISPG school network or the World Wide Web is to be in accordance with ethical and legal standards and those derived directly from standards of common sense and courtesy that apply to the use of any public resource.

3. Access to CISPG computing and telecommunication resources within the CISPG office and within CISPG schools is a privilege, not a right.

4. Access to CISPG computing and telecommunication resources within the CISPG office and within CISPG schools may be withdrawn, suspended or terminated if employees or students do not comply with the regulations within policies governing the acceptable use of CISPG technology and networked information. Possible other consequences, including disciplinary action may follow, based on the discretion of the CISPG Board or individual School Councils or school administration.

5. Employees and students with access to computing and telecommunication resources within CISPG schools must follow the guidelines outlined within each individual school's Terms of Agreement for Technology and Internet Usage.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**438**
Approved Date:	**24 April 2020**
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REMOTE WORK POLICY

Policy 438

Rationale
External exigencies may affect the school's ability to deliver its educational program in the ordinary way of in-person instruction.

Policy
The CISPG recognizes that at times extraordinary circumstances may make remote work arrangements for teachers a desirable alternative to classroom instruction. Schools need procedures to ensure that remote work can be accommodated in a safe, secure and effective manner.

Procedure

a) CISPG Employees

In any circumstances where a CISPG employee will be working remotely:

1. Employment entitlements and expectations remain the same.

   The Employee's work hours; overtime compensation; use of sick leave; approval for use of vacation; requests for a Leave of Absence; and compliance with CISPG policies, procedures, and guidelines remain in effect.

   Employees are expected to be available daily, for communication with administration, families and students by phone, text and email and/or on-line platforms.

2. Employees are expected to maintain secure means of communicating and working online with students, parents and fellow staff.

   Employees should designate a remote workspace to accommodate any equipment to be used in their work. If the employee has any ergonomic needs, those should be communicated to the direct Supervisor.

3. Employees are expected to maintain regular contact with their direct Supervisor.

   On a workday, employees should be in contact with their direct Supervisor or designate (e.g., secretary, cohort leader) a minimum of once each day, which includes attending virtual meetings, emails, texts or phone calls.

   If employees will be working alone in their remote work environment (i.e., if there are no other adults in the residence), then they must inform their direct Supervisor or designate of that fact, so that appropriate check-in procedures can be put in place (see Appendix A).

   All employees must provide cell phone numbers and emergency contact information to their direct Supervisor.

   Employees should report any emergencies or work-related injuries to their direct Supervisor within 24 hours or at the earliest reasonable opportunity.

4. Employees must ensure that there are computing security measures in place to protect CISPG data and information.

   Employees are not permitted to download or store any CISPG data or information on their personal computers or to any device other than those provided by the CISPG. Employees also must not use personal email addresses for work purposes.

   Employees should take care to ensure that they are the only individuals who are able to access CISPG records and that their devices have appropriate security settings. Some steps include:
   - Logging off or shutting down their laptop or home computer when not in use;
   - Setting the automatic logoff or lock screen after a short period of idleness;
   - Password protection on all devices used to access work related data, including emails (phones, laptops, tablets, computers);

- Ensuring that software, including security software, is up to date;
- Only downloading applications/software from an approved source (i.e., from the device's app store, not from the internet);
- Where possible, not sharing a laptop or home computer containing personal information related to work with other individuals, including family members and friends;
- If physical records are at home, storing those records securely so that the employee has sole access;
- Avoiding sending personal information by email from public locations or using public WIFI;
- Encrypting any electronic device that stores personal information. This includes but is not limited to home computers, USB flash sticks, laptops and mobile phones; and
- Reporting any suspicious activity (e.g., suspicious emails) *before* clicking on any links.

If any device containing personal information is stolen or lost, employees must immediately notify their direct Supervisor.

5. Employees should do their best to limit the demand on the local school VPN system.

   Employees should only use the remote system for employment-related purposes and should log onto the system only when necessary. Employees should sign off, rather than disconnect, when away from the computer.

   In addition, Employees should not use the remote system to access streaming videos, unless requested to do so as part of their employment.

b) CISPG Schools:

Schools may consider additional local policies to ensure the occupational health and safety of employees working remotely.

References:

- BC Office of Information and Privacy:
  - Mobile Devices: Tips for Security & Privacy : https://www.oipc.bc.ca/guidance-documents/1994
  - Protecting personal information away from the office: https://www.oipc.bc.ca/guidance-documents/1447
- Worksafe BC:
  - Health and safety responsibilities when working from home:
  - https://www.worksafebc.com/en/about-us/news-events/announcements/2020/March/health-safety-responsibilities-when-working-from-home
  - https://www.worksafebc.com/en/resources/health-safety/books-guides/working-alone-a-handbook-for-small-business?lang=en
- Government of BC
  - Emergency Preparedness for Working at Home: https://www2.gov.bc.ca/gov/content/careers-myhr/all-employees/work-arrangements/flexible-workplaces/emergency-preparedness
  - Safety Inspection for Working at home: https://www2.gov.bc.ca/gov/content/careers-myhr/all-employees/work-arrangements/flexible-workplaces/safety-inspection
  - Flexible Workplaces & Information Security: https://www2.gov.bc.ca/gov/content/careers-myhr/all-employees/work-arrangements/flexible-workplaces/information-security
- Canadian Centre for Occupational Health and Safety:
  - https://www.ccohs.ca/oshanswers/hsprograms/telework.html

Remote Work Policy

Appendix A

Occupational Health and Safety guidelines:

Definition:
Working alone or in isolation means to work in circumstances where assistance would not be readily available to the worker in case of an emergency.

Procedures:

(1) The employer must develop and implement a written procedure for checking the well-being of a worker assigned to work alone or in isolation.

(2) The procedure for checking a worker's well-being must include the time interval between checks and the procedure to follow in case the worker cannot be contacted, including provisions for emergency rescue.

(3) A person must be designated to establish contact with the worker at predetermined intervals and the results must be recorded by the person.

(4) In addition to checks at regular intervals, a check at the end of the work shift must be done.

(5) Time intervals for checking a worker's well-being must be developed in consultation with the worker assigned to work alone or in isolation. There must be a minimum of two (2) check-ins per shift/day.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**440**
Approved Date:	**19 April 1999**
Revised Date:	**30 May 2002** **27 May 2005** **14 January 2008**
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RETIREMENT

Policy 440

The CIS Board of Directors will recognize staff members who retire with a departing gift to a maximum of $200. At a suitable occasion a member of the CIS Board of Directors or the CIS staff will present this memento to the retiring member for their years with Catholic Independent Schools.

(This Policy is being brought forward for revisions at the January 14th, 2008 CIS Board Meeting. As of January 1, 2008 legislation has been approved that there is no longer a set retirement age, therefore we are now proposing the revised Policy 440 and the deletion of Regulation 440)

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**442**
Approved Date:	**Committee Mtg May 3/2000**
Revised Date:	**Working Policy June 11, 2001**
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EMPLOYMENT OPPORTUNITIES

Policy 442

All employment opportunities occurring in diocesan schools for the following school year will be advertised in the school, prior to other advertising.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**443**
Approved Date:	**Committee Mtg May 3/2000**
Revised Date:	**Working Policy June 11, 2001**
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EQUAL OPPORTUNITY

Policy 443

The CISPG and local school councils' hiring policies will not discriminate on the basis of gender, age, race, or health status of the applicants for employment.

Reason for Policy

In keeping with the spirit and intent of federal and provincial legislation on equal opportunities and with its Mission Statement, the CISPG is committed to the principles of equal opportunity in employment.

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Category:	**PERSONNEL**
Policy:	**455**
Approved Date:	**6 May 1996**
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RELIGIOUS EDUCATION BURSARY

Policy 455

The Board of Directors of CISPG deems it necessary to assist practicing teachers to enhance their backgrounds of religious education in order that they may provide leadership in ensuring that catholicity and evangelization are ensured in the Catholic schools of the Diocese. To encourage and ensure this growth and formation support shall be provided in accordance with the following:

Guidelines

1. The CISPG Board of Directors will in co-operation with local school councils and the Religious Education Trust provide one (1) or more annual religious education bursaries to assist practicing teachers to attend one (1) year of appropriate study at Newman Theological College.

2. The support level for eligible candidate(s) will be sixty-six percent (66%) of the candidate's annual salary.

3. No eligible candidate shall receive more than twenty-six thousand dollars ($26,000.00) in salary under this bursary program.

4. The tuition for one (1) year at Newman College shall be paid on an equally shared basis by the Society of CISPG, the local school council, and the Religious Education Trust of the Diocese.

5. The local school council will support fifty percent (50%) of the benefit package during the year of study.

6. The candidate must make all arrangements for registration at the College. Any costs incurred in registering at the College or for the purchase of books or materials shall be borne by the candidate.

7. The bursary funds will be paid to the eligible candidate in the following installments:

   7.1.1 thirty percent (30%) on September first
   7.1.2 twenty percent (20%) on December first
   7.1.3 thirty percent (30%) on January thirtieth
   7.1.4 twenty percent (20%) on March first

8. Any candidate granted a year of study leave under this bursary program must sign a covenantal assurance to return to the Diocese to the school he/she left prior to the study leave for an additional three (3) years of quality service either in that school or in another school under CISPG jurisdiction.

9. Where a candidate returns to his/her original school for one (1) year and requests to serve in another school for subsequent years, the receiving school shall be expected to contribute a share of the bursary costs paid by the original council. If the move occurs in the fourth or subsequent years no cost shall be shared.

10. Candidates who are awarded a bursary and who are unable to complete the course work or refuse to return to the Diocese shall be required to repay the bursary. Repayment shall include the total principal and accrued interest at ten percent (10%) per annum from the date of the last advance.

11. If the candidate's progress at the end of the first semester is unsatisfactory the remaining fifty percent (50%) portion of the bursary will be canceled.

12. Notwithstanding No.10 above, if a candidate is unable to complete the course because of mitigating circumstances acceptable to the CISPG Board of Directors, all or part of the covenantal assurance may be waived.

Reference: Regulation 455

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Category:	**PERSONNEL**
Regulation:	**455**
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RELIGIOUS EDUCATION BURSARY

Regulations and Procedures

1. Teachers wishing to apply for the year's leave and bursary must have provided a minimum of three (3) years of quality service for a CISPG school(s).

2. Teachers wishing to apply for the bursary and attend one (1) year at Newman Theological College must apply to a committee appointed by CISPG.

3. Applications shall be made to the Superintendent of Schools by March 1st in the year that the teacher wishes to attend College.

4. The applicant shall include with his/her application a complete academic standing, and principal's recommendation as a quality teacher. There should also be included a letter of recommendation of the school council and a letter of recommendation from the pastor.

5. The candidate shall have verification that he/she has applied for admission to the program. This verification shall accompany the application.

6. A committee appointed by the Board of Directors of CISPG will review the applications with the Superintendent of Schools and it will recommend suitable candidate(s) to the Board for its final approval.

7. Where there are more candidates applying than there are funds available the bursary(ies) will be awarded on the basis of the following:
   - 7.1 school program needs;
   - 7.2 candidate's teaching performance;
   - 7.3 commitment to Catholic education;
   - 7.4 parish and school participation.

8. Final approval of any candidate(s) shall be made by the CISPG Board of Directors.

9. Notwithstanding the above, the CIS Board of Directors may provide a funding for programs offered locally on a course by course basis over a period of evening sessions.

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Regulation:	**455**
Approved Date:	**6 May 1996**
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RELIGIOUS EDUCATION BURSARY

A. Funding Structure: Bursary Component
The candidate's entitlement shall be calculated at 66% of grid salary placement only. No allowances are part of the calculation.

Diocese (Religious Education Trust)	twenty-two percent (22%) of placement
CISPG	twenty-two percent (22%) of placement
Local School Council	twenty-two percent (22%) of placement

B. Funding Structure: Tuition
Tuition for the one year shall be funded by the

Diocese: Religious Education Trust	one-third (1\3) of tuition
CISPG	one-third (1\3) of tuition
Local School Council	one-third (1\3) of tuition

C.

Funding Structure:	Benefit/Pension
Local School Council	fifty percent (50%) of benefit/pension package
Candidate	fifty percent (50%) of benefit/pension package

The pension contribution shall be contributed on the full salary that the candidate would have received if he/she was working in the school.

D. Funding Structure:
All other expenses not stated above are the sole responsibilities of the candidate including registration, books, travel, accommodation, subsistence, and all fees.

E. The bursary package covers the period of the school year from September 1st to June 30th. The academic program year that the candidate attends may end sooner, however, the bursary will not be pro-rated. Upon completion of the academic year the candidate may seek part-time employment in the Diocese or else where to complete the school year. The candidate must return to active duty in the diocesan school that supported his/her bursary program immediately in September.

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Category:	**PERSONNEL**
Policy:	**460**
Approved Date:	**February 24, 1997**
Revised Date:	**April 30, 2012**
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VOLUNTEERS

Policy 460

Volunteers form an integral part of our school communities. They provide important services including, but not limited to, curricular and extra-curricular program support, governance, facility operations, supervision, fundraising, maintenance, and special events. Whenever volunteers work directly with students, policies and procedures must be in place to best facilitate the enhancement of the programs being provided and to ensure the safety and well-being of students.

Reason for Policy

The CISPG Board of Directors supports the use of volunteers in schools.

Volunteers can enhance the curricular and extra-curricular programs and offerings of the school in a variety of ways such as:

- providing adult supervision in situations such as field trips
- providing assistance to the teacher in the classroom by helping prepare instructional materials
- providing assistance to the teacher by marking objective assignments (e.g. mathematics)
- assisting in the instruction of children by reading to children or listening to them read
- sharing a particular gift or talent with children (e.g. playing an instrument)

Reference: **Regulation 460**
Volunteer Application Form
Volunteer Code of Conduct

EDUCATION POLICY MANUAL	
Category:	**PERSONNEL**
Regulation:	**460**
Approved Date:	**February 24, 1997**
Revised Date:	**April 30, 2012**
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VOLUNTEERS

Regulations and Procedures

1. Volunteers can make significant contributions to the local school community in many ways such as the following:
    - classroom material preparation;
    - instructional assistance as a resource person to provide expertise;
    - supervising students in the presence of a certified teacher;
    - sharing talents and skills within the instructional program planned by the teacher;
    - marking student work by using a teacher prepared answer key.

2. All volunteers in the school must be approved by the principal.

3. Those who work directly with students or who have, or potentially have, unsupervised access to students must successfully complete a criminal record check process at least every 5 years, or at the request of the principal. (Unsupervised access should only occur in a public place or where there is no reasonable expectation of privacy.) Criminal record checks required by this policy will be a local school expense.

4. Schools using volunteers shall ensure appropriate orientation and ongoing supervision.

5. Volunteers will be supervised by school employees.

6. Volunteers must:
    - adhere to school and CISPG policies and regulations
    - speak and act with respect
    - deal judiciously with students
    - respect complete confidentiality with regard to any student matters that they may come in contact with
    - report all incidents of student or personal injury to staff
    - maintain confidentiality with regard to personnel matters

7. Volunteers must complete a Volunteer Application Form and agree to comply with the Volunteer Code of Conduct and the Volunteer Confidentiality Agreement.

8. If the information provided on the volunteer application form changes, the volunteer must notify the school of the change.

9. A volunteer file will be maintained in a private location at the school office and updated on a regular basis (minimum once per school year).

    The file should contain:
    - Criminal record checks
    - Volunteer Application Forms
    - Signed Code of Conduct/Confidentiality agreements
    - (optional items) other pertinent information (driver's information, medical information, relevant certification and training)

Volunteer Application Form

SCHOOL NAME: _____ **DATE:** _____

VOLUNTEER

NAME: _____
Surname *Given Names*

ADDRESS: _____
Street *City* *Postal Code*

TELEPHONE NUMBERS: _____ _____
Home *Work*

EMERGENCY CONTACT: _____
Name *Phone*

MEDICAL NUMBER: _____

AREAS OF INTEREST: _____

_____

TIME(S) AVAILABLE: _____

_____

VOLUNTEER SITUATIONS PREFERRED (PLEASE CHECK):

___ **Classroom Volunteer, Grades** _____
___ **Library Volunteer**
___ **Technology Volunteer**
___ **Recycling Program Volunteer**
___ **Office Volunteer**
___ **Lunch Program**
___ **Fundraising**
___ **Social Events**
___ **Phone Parent**
___ **Other** _____

REFERENCES

1. _____
Name *Phone number* *Relationship*

2. _____
Name *Phone number* *Relationship*

CRIMINAL RECORD CHECK

- I am willing to submit to a criminal record check at no financial cost to myself.

SIGNATURE: _____ **DATE:** _____
Signature of Volunteer

APPROVAL: _____ **DATE:** _____
Signature of Principal

VOLUNTEER CODE OF CONDUCT

As a volunteer of _____ School (CISPG), I understand that:

- I will be supervised by a school employee and must follow that person's directions.
- I must adhere to the policies of the school and CISPG and the rules of the school in which I am volunteering.
- I must treat staff, parents and students with politeness and respect.
- I must deal judiciously with students and defer to the teacher's authority in all matters relating to the classroom.
- If I am uncertain about my role or any other matter, I will seek advice from the teacher with whom I am working or the principal, as appropriate.

VOLUNTEER CONFIDENTIALITY AGREEMENT

Students, staff and others working in the school have a right to expect that information about them will be kept strictly confidential by volunteers.

Therefore:

- I will not communicate anything I learn about any student or anything that I observe in the course of my volunteering to anyone other than appropriate school employees.
- I will not share information about students, even with others who may be genuinely interested in a student's welfare, such as social workers, recreational leaders, family friends, physicians, etc. except when legally required to do so.
- I will keep anything I learn about school employees or other volunteers strictly confidential.
- If I am asked for information concerning a student or staff members, I will refer the request to the teacher or principal before doing so.
- If I am in doubt about whether I may divulge information concerning a student or staff member, I will consult with the school principal before doing so.

DECLARATION

- I have read and agree to comply with the Volunteer Code of Conduct and the Volunteer Confidentiality Agreement.

SIGNATURE: _____ DATE: _____

	EDUCATION POLICY MANUAL
Category:	**PERSONNEL**
Policy:	**470**
Approved Date:	**January 11, 1997** **October 23, 2019**
Revised Date:	**September 22, 2004**
Revised Date:	**November 15, 2006**
Revised Date:	**June 14, 2010**
Revised Date:	**October 23, 2019**
Replaces Policies	**470, 473, 474, 475, & 480**
Page:	Page **195** of **323**

MAJOR COMPLAINTS

Policy #470

Rationale

CISPG recognizes that parents, students, teachers and support staff form an integral part of the Catholic school community. From time to time, issues may arise where members of the community differ and a process of adjudication needs to be followed.

Policy

Within CISPG all complaints must be dealt with in a timely manner. Each member of the community is expected to follow the procedure described below. All parties involved must maintain confidentiality with respect to all aspects of this procedure and conduct themselves with Christian charity. Every effort should be made wherever possible to resolve the issue by the parties directly involved. If the issue cannot be resolved, the matter must be brought to the attention of the Principal of the school following the procedure outlined below.

Investigative Procedures

1. The Principal is responsible for investigating major complaints, unless the complaint has been made against him or her. In that case, the matter will be brought to the attention of the Pastor and the School Council chair. The latter will proceed with the investigation.

2. Prior to the commencement of any investigation it must be made clear to any person who has made allegations that the nature, not the details, of any allegations will be disclosed to the party who is the subject of the allegations.

3. The investigation will clarify the issue, document relevant matters and determine what policies of the CISPG and school apply.

4. Notice of the investigation should be provided to any employee who will be a subject of the investigation. The nature, not the details, of any allegations made against any employee should be provided to the employee at the commencement of the investigation. The employee may be assigned a facilitator for the purposes of guiding the employee through the process. If necessary, facilitators may be a Pastor, member of the School Council, a representative from the Superintendent's office or others. The employee is encouraged to immediately seek legal advice.

5. Any person who has made an allegation should be interviewed and questioned concerning the allegations.

6. Where the complainant is not the individual directly involved in the incident, the investigator should interview the person who is directly involved. When the person directly involved is not an adult, permission should be sought from the parent/guardian prior to conducting an interview. The parent/guardian may be present during the interview, provided that the he or she does direct interviewee.

7. Where there are witnesses to any incident that is subject to a complaint, they should also be interviewed by the investigator. The same questions should be asked of each witness. Where there are numerous witnesses, such as in a classroom where an incident occurs, a reasonable sample of witnesses may be sufficient to provide the necessary information.

8. No leading questions should be asked, but the individual should be asked to provide full disclosure.

9. Interviews should be on an individual basis, not a group basis.

10. The investigator should take notes of any interviews conducted and should provide a copy of those notes to the person who has been interviewed and request a review of the notes by that individual. The individual who has been interviewed should also be requested to sign the notes to certify they are an accurate summary of the information provided.

11. After all information has been gathered concerning the complaint, the person who is the subject of a complaint should be provided with an opportunity to respond in writing to the allegations. If new information is provided, the investigator may be required to conduct further interviews to determine whether the new information is supported or denied by other witnesses.

12. Within seven days of the receipt of the complaint, the investigator shall inform both parties in writing of the outcome of the investigation and advise them of the appeal process. For a valid reason, a request for an extension of the timelines mentioned in the policy can be approved.
13. An appeal must be submitted in writing within seven days of the receipt of the investigation outcome.

14. The investigator shall provide a full report on the investigation to the Superintendent of Catholic Independent Schools Diocese of Prince George.

Appeals Process

1. Upon receiving an appeal in the case of a complaint against the Principal, the School Council will form a sub-committee, including the Pastor, with authority to make a decision. The sub-committee will study the documentation and then: either call a meeting to hear representations from the complainant and the Principal or call for further written submissions having circulated each party's submission to the other. Both parties will be in attendance and be given an opportunity to respond should an oral hearing take place. *The decision of the Principal will not be overturned if school or CISPG policy and procedures were appropriately and fairly applied.*

2. After this, the sub-committee shall present its decision to the School Council *in camera*. The School Council will ratify the decision and take the steps necessary to implement it. If the resolution requires disciplinary action, the School Council must consult with the Superintendent before implementing the recommended action. The School Council may reject the sub-committee's decision only if there is a serious flaw in the process followed by the sub-committee. At that time, the Superintendent must be notified and a decision will be delayed until the School Council receives direction from the Board of Directors.

3. The School Council shall notify the appellant and the Principal of its decision in writing within seven (7) days of the meeting.

Appeals to the Board of Directors

1. The Board of Directors may consider an appeal of the School Council's decision for reasons that the Board considers valid. The Board of Directors reserves the right to resolve the issue through investigation or through the formation of an appeals committee. The appellant must prepare a written submission to the Board delivered to the Superintendent's Office no later than fourteen (14) days after the School Council's decision. *The decision of the School Council will not be overturned if school or CISPG policy and procedures were appropriately and fairly applied.*

2. If the decision of the Board of Directors is not acceptable, the appellant may request an Independent School Ombudsperson to review the appeal. The names and contact information of the current Independent School Ombudsperson shall be obtained from the Superintendent. The procedure and scope of the Independent School Ombudsperson's review shall be communicated to the appellant by the Superintendent. The outcome of the Independent School Ombudsperson's review shall be communicated to the appellant by the Superintendent.

3. The Board of Directors will communicate its final decision to all parties involved.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**501**
Approved Date:	**January 9, 1997**
Revised Date:	**January 14, 2008** **March 31, 2016**
Page:	**1 of 2**

STUDENT ADMISSION: GENERAL

Policy 501

The Catholic Independent Schools Diocese of Prince George (CISPG) recognizes that each person is created in the image and likeness of God. As such, everyone must be treated with respect.
Students, staff and families of CISPG Schools are integral members of a safe, caring, respectful, Catholic environment.
CISPG Schools recognize that students may come from family situations that do not conform to the moral teachings of the Catholic Church. The personal family background of a student is not an absolute obstacle to enrolment in a CISPG school. If parents choose a lifestyle directly opposed to the Church's deeply held moral teachings, they should recognize that the school is not the right place for their child, since the home and school would be giving contradictory teaching.

The mission of CISPG Schools is the education of young people in a faith-filled environment in order to promote academic, personal and spiritual growth. Parents and guardians must understand that the school will remain faithful to the teachings of the Roman Catholic Church and steadfast in proclaiming them. A coherent witness to Catholic moral teaching is expected at all times from every member of the community, especially in the public forum.

A. ADMISSION

All schools must have a process for admitting students. The Principal and the Pastor shall meet with each new family. From the interview and the information available the Principal (and if necessary in consultation with the Pastor and/or School Council) will determine if the school can provide a program and resources that meet the needs of the student and whether the family meets the requirements for admission to the school. In cases where students are accepted, the family shall sign the Family Statement of Commitment prior to being accepted into the school. These families will be accepted according to the established priorities set by CISPG policy. For purposes of this policy, "practicing Catholics" shall mean those individuals who are registered in a parish and attend Sunday Mass faithfully.

In the case of Catholic families, the following must be presented at the time of registration:

a. Baptismal certificate (copy to be retained on file)
b. First Communion and Confirmation certificates (where applicable)
c. Reference from the pastor

1. PRIORITIES FOR (RE) ADMITTANCE INTO CATHOLIC INDEPENDENT SCHOOLS DIOCESE OF PRINCE GEORGE SCHOOLS

1.1 Students presently enrolled in the school.
1.2 Students with siblings presently enrolled in the school. (It is understood the school will make every effort possible to accommodate Catholic students)
1.3 Students whose families are parishioners (defined as practising Catholics)
1.4 Students whose families are not practicing Catholics, but accept the goals and philosophy of the school and sign the Family Statement of Commitment.

B. PARTICIPATION

Once a student has been admitted to the school, parents will be required to participate in the various activities of the school, including fundraising.

C. FINANCIAL ASSISTANCE

If a family is experiencing financial hardship, they should contact the principal and pastor. With due respect for privacy, the School Council will determine the amount of financial assistance available.

FAMILY STATEMENT OF COMMITMENT

"Motivated by a Christ-centered vision of humanity and human history, our school promotes the formation of the whole person. Such formation embraces not only intellectual, but also physical, emotional, moral and spiritual dimensions of human growth in accordance with the teachings of the Catholic Church. Intellect, emotions, creative ability and cultural heritage have a place in the life of the school. Human knowledge and skills are recognized as precious in themselves, but find their deepest meaning in God's plan for creation." From the PHILOSOPHY OF EDUCATION FOR CATHOLIC SCHOOLS IN THE PROVINCE OF BC by Catholic Bishops of BC.
Catholic Schools are committed to fidelity to Jesus Christ, Who said, "Seek first the kingdom of God." The school emphasizes first and foremost the teaching and practice of the Catholic faith. All students, regardless of their religious affiliation, must participate in all the religious instruction and activities of the school community.

CISPG Schools recognize that students may come from family situations that do not conform to the moral teachings of the Catholic Church. Although the personal family background of a student is not an absolute obstacle to enrolment in a CISPG school, when parents choose a lifestyle directly opposed to the Church's deeply held moral teachings, they should recognize that the school is not the right place for their child, since the home and school would be giving contradictory teaching.

Partners (home, school, parish) in Catholic education must work together to provide an environment where faith and learning go hand in hand, leading young people to fullest development. Parents and guardians who enrol their children accept that the school will at all times uphold the teachings of the Roman Catholic Church. While present on the school campus and in school-related activities offsite, every adult must demonstrate conduct that upholds the school's declared mission. A coherent witness to Catholic moral teaching is expected at all times, especially in the public forum.
The following statements confirm parental support of the goals and philosophy of our Catholic school and need to be accepted by all members of the community. Read them carefully. They ask you to make a commitment to the values of our Catholic School community. If you have any questions or concerns regarding this family commitment form, please bring them to the Principal or Pastor who will gladly discuss them with you.

By returning the signed statement with your completed application, you accept the responsibility of this commitment.

1. Parents and guardians agree that they and their families will exhibit conduct consistent with Catholic denominational standards. The determination of whether any conduct contravenes these standards is the right of the CISPG Board of Directors.
2. All students are required to participate in our religious education curricular and co-curricular programs, including liturgical celebrations, prayer, retreats and other spiritual activities.
3. Parents/Guardians are expected to participate in the religious education program as required.
4. Regular school attendance and full participation in all aspects of the academic program of the school are required of every student. Each student is expected to strive toward the development of his/her full academic potential. Parents are expected to support the academic program as required.
5. Each family is expected to support and participate in the fund-raising activities of the school.
6. Each student is expected to know and follow school policies on behaviour.
7. Parents/Guardians are expected to know and support school policy and procedures.
8. Parents/Guardians are expected to attend program-related events including but not limited to parent/teacher conferences and meet the teacher events.
9. Parents/Guardians agree to accept the responsibility for the cost of tuition, supplies, and other school activities.
10. If any of these conditions are not met, the school reserves the right to refuse admission, or remove a student from the school.

I have read and understand the above expectations and commitments and I hereby accept them as stated.

_____
Family Name (Please Print)

Parent/Guardian Signature: _____

Date: _____

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**502**
Approved Date:	**11 January 1997**
Revised Date:	
Page:	1 of 1

STUDENT DISCIPLINE

Policy 502

Each school shall develop and enforce procedures relating to discipline which are consistent with the philosophy and mission statement of CISPG.

Reason for Policy

In order to create and maintain a safe learning environment, student rules are necessary. These rules should be consistent with the philosophy of Catholic education and be applied in the spirit of the philosophy.

Discipline needs to be applied fairly, consistently, and appropriately in all cases throughout diocesan schools. School rules need to be clear and enforceable.

In the spirit of Catholic educational philosophy, principles of discipline should recognize that it is important that a child feel a part of the school through the people, curriculum, and environment.

School procedures for discipline need to reflect the aim of assisting students to develop a form of self-discipline that is based upon the love of God, love of others, and an appreciation of the gift of self.

Reference: Regulation 502

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Regulation:	**502**
Approved Date:	**11 January 1997**
Revised Date:	
Page:	1 of 1

STUDENT DISCIPLINE

Regulation

Each school shall develop a discipline, or school code of student behavior. These procedures should reflect the philosophy and mission statement of the Diocese and include:

1. mutual respect among students and staff;

2. regard for the dignity of each person in the school;

3. established standards and expectations to guide a student's conduct in classrooms and other areas of the school; and

4. a commitment from every member of the school staff to support and to enforce disciplines expectations and established procedures.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**503**
Approved Date:	**22 September 2004**
Revised Date:	
Page:	1 of 1

STUDENT ADMISSION AND DISMISSAL

Policy 503 RESCINDED

This Policy has been rescinded as of January 24, 2019.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**506**
Approved Date:	**11 January 1997**
Revised Date:	**January 24, 2019**
Page:	1 of 1

STUDENT SUSPENSION AND EXPULSION

Policy 506

The CIS Board of Directors accepts the use of student suspensions as a disciplinary measure designed to encourage students to demonstrate self-discipline and appropriate behavior.

The Board accepts the use of expulsion when a student persists in exhibiting behavior in a school or at a school sponsored function that may affect the safety and well-being of others and which is deemed to be detrimental to the moral and religious dimensions of a Catholic and Christ-centered learning environment.

Reason for Policy

Students who do not conform to the student code of conduct may negatively affect the school's learning environment and compromise the very Mission of our Catholic School. The Principal may suspend students and in extraordinary cases with consultation and approval from the Superintendent, expel them from school.

Reference: Regulation 506

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Regulation:	**506**
Approved Date:	**11 January 1997**
Revised Date:	**January 24, 2019**
Page:	**1 of 2**

STUDENT SUSPENSION AND EXPULSION

Regulation and Guidelines for Suspensions

1. Suspensions should be used only after less severe forms of action have been taken.

2. For the purpose of this policy and the related administrative regulation, ”suspend” means the removal of the privilege to attend class period, course, school program, or school; or to participate in an activity sponsored or approved by the school council.

3. The Superintendent of Schools shall ensure that regulations are in place for the reporting, investigating and disposition of all cases of suspension of a student from class or from school. These procedures shall ensure such cases are dealt with promptly and will include a thorough investigation by the Principal.

Suspension procedures

1. The principal may suspend a student for a period of up to Five (5) days from:

   1.1 one or more class periods
   1.2 one or more courses or school programs
   1.3 school
   1.4 participating in an activity sponsored or approved by the school

2. The following procedures apply:

   2.1 The principal will conduct a thorough investigation of the referred matter. The Superintendent of schools will be consulted as needed by the Principal.
   2.2 The student will be given the opportunity to offer an explanation for his/her behavior.
   2.3 The principal shall inform the parents/guardians of the student’s suspension, including the rationale and length. The Principal will provide a written copy of the suspension letter to the parents/guardians referring Policy 506 and send a copy to the Superintendent of schools
   2.4 For repeat offenses or in a situation when a student has been suspended on two (2) or more occasions for the same or related actions in the same school year, or due to the severity of a situation the principal will review the student’s record and, in consultation with the student’s teacher(s), Superintendent, other resource persons, the parents, or legal guardian, determine a course of action which could include, but not be limited to:

      2.4.1 behaviour plan
      2.4.2 counseling program
      2.4.3 modified or partial attendance
      2.4.4 expulsion

Guidelines for Expulsions

1. Expulsions may only be used when:

   1.1 it is deemed that other means of corrective action including consultation with parents, behaviour plans, counseling and suspension have failed to achieve orderly and appropriate student behavior; or

   1.2 a student persists in exhibiting behaviour in a school or at a school sponsored function that may affect the safety and well-being of others and which is deemed to be detrimental to the moral and religious dimensions of a Catholic and Christ-centered learning environment.

   1.3 the seriousness of the misbehaviour warrants expulsion. This will include the involvement of the CISPG Safe Schools Coordinator(s) and possibly BC Safe Schools Team.

Procedures for Expulsions

1. The principal will conduct a thorough investigation of the referred matter.

2. Expulsions are determined by the Principal in consultation with the Superintendent of schools and communicated in writing to the parents/guardians by the Principal and cc'd to the Superintendent. The letter of expulsion must indicate the parent's right to appeal the decision to the CISPG Board of Directors.

Appeal Process

1 The parents/guardians may within ten (10) days appeal, in writing, to the CISPG Board of Directors for the re-instatement of their child. The letter shall be sent to the Superintendent of Schools requesting an appeal. The CISPG Board of Directors will review the record of the case and its decision will be final either to re-instate or support the expulsion. The CISPG Board of Directors will review the procedure followed, as well as, the record of the case in finalizing its decision.

2. The CISPG Board of Directors' decision will be communicated in writing to the Superintendent of Schools who shall then notify the student/parent(s)/guardian, of the Board of Directors' decision, in writing with a copy to the principal.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**507**
Approved Date:	**September 21, 2016**
Revised Date:	
Page:	**1 of 2**

DISCRIMINATION PROTECTION

Policy 507

Rationale:

Independent schools represent a wide range of philosophical, pedagogical, and faith-based perspectives. Schools are generally independently operated by an authority, registered as a Society, with the BC Registrar of Companies, and have a governance board consisting of individuals elected or appointed by the authority.

Each authorized independent school in British Columbia is required to abide by Schedule 1 of the *Independent School Act*. It states that there are basic requirements for independent schools requesting certification as Group 1, 2, 3 or 4 classifications. Article 1 states that:

Before issuing or renewing a certificate of group 1, group 2, group 3 or group 4 classification to an authority the inspector must be satisfied that

a) no program is in existence or is proposed at the independent school that would, in theory or in practice, promote or foster doctrines of
   i) racial or ethnic superiority or persecution
   ii) religious intolerance or persecution
   iii) social change through violent action, or
   iv) sedition,
b) the independent school facilities comply with the enactments of British Columbia and the municipality or regional district in which the facilities are located, and
c) the authority complies with this *Act* and regulations.

In addition to abiding by Schedule 1 of the *Independent School Act*, it is important that independent schools ensure that students feel connected through the relationships that are created between students, staff, and parents that are part of the school community.

CISPG Schools will continuously develop strategies to make students feel valued, respected and connected within the school community. This will include the protection of the students' physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying, regardless of their gender, gender identity and expression, race, culture, religion or sexual orientation, while remaining consistent with our Catholic faith-values, cultural perspectives and philosophical values.

Students who feel respected, accepted and connected tend to be physically and mentally healthier, and perform better academically. They tend to have fewer incidents of violent or "acting out" behaviour, be less sexually active, have a lower rate of "experimentation", with or "use" of, drugs and alcohol (*Preventing Bullying and Ensuring Safe and Caring School Communities* – Level 1; Province of British Columbia, 2013, p 13).

Policy

The safety and well-being of children in CISPG Schools is of paramount consideration. Children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. CISPG schools will ensure that children attending our schools will experience a learning environment that enables every child to feel safe, accepted and respected.

Procedures

CISPG Schools are Catholic learning communities. There are many strategies and activities that can be employed within a school to enable students to feel safe, accepted and respected. The following suggestions are provided to facilitate a conversation on strengthening the learning environment for children.

- acknowledge students by name
- be visible within the school during class transitions, breaks, before/after school
- engage parents in the educational program and school life of their children
- find ways to acknowledge students for their contributions in the school community, including those where improvement comes only in small increments.
- communicate expectations, values and norms that support positive health and academic behaviour in the school community
- be proactive in connecting with students that are experiencing academic and/or social issues
- promote open communication among administrators, teachers, staff, students, families and communities
- encourage parents to share their culture and expectations
- engage students in the decision-making process of policies and activities that build community

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**510**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	**March 7, 2005**
Revised Date:	**March 6, 2006**
Page:	1 of 1

SAFE SCHOOL ENVIRONMENT

Policy 510

The CISPG Board of Directors recognizes that school environments must be safe for all students. Abuse of others will not be tolerated. The Principal or their designate will work together with all members of the school community to ensure that abusive relationships and activities do not threaten the safety of members of the school community. Electronic abuse of students and other members of the school community will not be tolerated.

Reference: Regulation 510
See Policy and Regulation 502 Student Discipline
See Policy and Regulation 506 Student Suspension and Expulsion

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Regulation:	**510**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	**March 7, 2005**
Revised Date:	**March 6, 2006**
Page:	1 of 4

SAFE SCHOOL ENVIRONMENT

Regulations

Definitions

Abuse:

Definitions of Emotional and Verbal Abuse, Discrimination, Harassment, Sexual Harassment, Coercion, Blackmail/Extortion, and Bullying.

Emotional and Verbal Abuse:

Emotional abuse is defined as any form of behaviour whose impact is to harass, demean, threaten or terrorize a second party or parties. Verbal abuse is use of negative verbal communication with the same impact.

Discrimination:

Discrimination is any prejudicial comment, mockery or gesture pertaining to a race, religion, gender, disability and/or pertaining to any belief in, or practice of, a particular doctrine.

Harassment:

Harassment is a specific type of discrimination. It is behaviour that is insulting, intimidating, humiliating, malicious, degrading or offensive to an individual or group of individuals and is based on prohibited grounds of discrimination under federal, provincial or territorial human rights legislation.

According to the Canadian Human Rights Commission, discrimination is treating people "differently, negatively or adversely" on the basis of a prohibited ground of discrimination under federal, provincial or territorial human rights legislation (2004). Prohibited grounds of discrimination include characteristics such as race, ethnicity, religion, age, sex, marital status, family status, disability, pardoned conviction and sexual orientation.

Harassment can: create a hostile or intimidating environment for school, work or recreational activities; negatively affect performance; or negatively affect school or work conditions. It can occur among any persons – between peers, or between someone in a position of power or authority and an adult in a subordinate role.

Harassment comes in many forms. Behaviour that one person views as acceptable could be defined by another person as unacceptable. For example (adapted from Findlay and Corbett, 1998):

- words or actions that one person may perceive or intend as a joke, another person may view as embarrassing or insulting

- in social interactions, a crowding of personal space might seem intrusive to one person but may reflect another person's more physical or tactile way of relating to people
- a congratulatory hug, kiss or pat on the behind might be acceptable to one person but might make another person feel uneasy and vulnerable
- "flirting" may leave one person feeling confident and positive but another person may feel uncomfortable and awkward
- cultural differences can determine what is acceptable and tolerable to some but invasive, uncomfortable or even threatening to others.

Sexual Harassment:

Sexual Harassment is any deliberate and unsolicited sexual comment, look, suggestion, or physical contact that creates an uncomfortable environment for the recipient. It is made by a person who knows, or ought to know, that such action is unwelcome. Sexual harassment may also be a single advance, particularly by one in authority, that either promises a benefit for acceptance or implies a threat and/or a reprisal for rejection of the sexual advance.

Coercion:

Coercion is defined as any force or intimidation by one person to obtain the compliance of another.

Blackmail/Extortion:

Blackmail is defined as any attempt to extort payment by intimidation, such as threats of physical harm and/or injurious revelations or accusations.

Bullying:

Bullying is a unique phenomenon that is experienced by all ages. It describes behaviours between children under the age of 12 that are reflective of harassment, intimidation, and discrimination. It can also describe behaviours between youth and between adults that are cruel, demeaning and hostile but are not addressed under human rights legislation or criminal codes. Bullying can be further described in the following ways:

- Offensive, cruel, intimidating, insulting or humiliating behaviour, combined with the misuse of power or position. Attacks on a person (the victim) are often sudden, irrational, unpredictable and unfair. Bullying can be physical or verbal. It can be direct (face-to-face) or indirect, such as gossip or exclusion. Bullying is an assertion of power through aggression (Olweus, 1993).

- Repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group. It is not the same thing as conflict, violence or disagreement – although it may involve all these. With bullying there is always a power imbalance, which makes the ill treatment of the victim possible (Rigby, 1996).

- . . . a power relationship carried on by one individual or a group of individuals towards another person. Bullying does not necessarily need to be brutal or physical violence. Rumours, threats, hurtful words also lead to feelings of rejection (Baer, 2003)

Types of Bullying

- Verbal bullying – The use of words to hurt or humiliate another person. (Colorosso 2002)
- Physical bullying – Physical bullying occurs when targets are hit, kicked, slapped, choked, poked, punched, pinched, pushed, scratched, have their hair pulled, threatened or their property is taken or damaged.
- Relational/Social bullying – The systematic diminishment of a bullied child or youth's sense of self through ignoring, isolating, excluding, shunning, or spreading rumours. (Colorosso 2002)
- Cyber-bullying – Cyber-bullying involves the use of information and communication technologies such as email, cell phone and page text messages, camera phones, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate, repeated and hostile behaviour by an individual or group, that is intended to harm others. (Belsey 2003)

1. Possible Prevention Strategies

The Principal or designate will:

- encourage students and employees to report incidents
- join potential victims with other students on a buddy system basis
- encourage students to use conflict resolution techniques to work out their own problems eg. conflict-free circles, mediators, peer helpers
- discourage group formation in corridors or near cafeterias if used as a form of silent intimidation
- enact curriculum initiatives to counter media attention on violence towards others
- adopt and communicate policies, which clearly identify that these forms of behaviour are not acceptable
- team staff, who have had successful experiences dealing with situations of abuse, with other staff members as support

2. Immediate Response Strategies

The Principal or designate will:

- provide immediate action to protect those threatened
- interview all persons who can provide information regarding the abuse and record all pertinent information

3. Intervention Strategies

When alleged emotional or verbal abuse, bullying, racial discrimination, harassment, sexual harassment, coercion, or blackmail upon a staff member or student by a student of the school occurs,

- the parent or guardian of the victim and the perpetrator must be contacted if either are under the age of 18 years
- a suspension of one to five days may be imposed. Action to be taken must follow the suspension and expulsion policy of the CIS Board of Directors
- the police may be contacted
- Ministry for Children and Families may have to be contacted and reported to according to Protocol
- contact the Superintendent of Schools

In addition to the above, depending on the nature and severity of the situation, and in consultation with the Superintendent of Schools, the school administration may:

- recommend that the victim participate in a counselling program
- recommend an alternative placement for the perpetrator
- recommend that the perpetrator participate in a counselling program
- recommend a suspension of not less than five school days or more than twenty and/or
- recommend that the perpetrator be expelled

Note: If the perpetrator is not a student of the school contact the police

If the alleged perpetrator is an employee or volunteer of the School Council contact the Superintendent of Schools and depending on the allegation, the Ministry for Children and Families and the R.C.M.P.

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STUDENT INFORMATION AND WORK

Policy 511

Schools should provide a learning environment where staff, students', and parents' rights to privacy must be protected and must comply with the Personal Information Protection Act.

Reference: Regulation 511

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STUDENTS INFORMATION AND WORK

Regulation and Guidelines

Taking photographs, films, audiotapes, videotapes, digital images and recordings of an individual at school is the collection of personal information and must comply with the Personal Information Protection Act.

The purpose of this regulation is to permit photographs and other recordings of students and student work as part of, or as a supplement to, the educational program, while ensuring that the personal privacy of students, teachers and other staff members is respected.

In this Regulation:

"public event" means a school sponsored event or activity that is noteworthy, supervised, organized or advertised and intended to be open to or accessible to the public, regardless of where it is held.

"recording" means a visual, audio, pictorial or digital representation and includes a photograph, film, videotape, audiotape, digital image, sketch, or any other type of recording of personal information.

1. Recordings for Educational Purposes:

   i) Any recordings taken at a school must be carried out with minimal disruption to the educational process.

   ii) No one should be unaware of being filmed or audio recorded; ask permission before photographing or filming and respect those who do not wish to be on film.

   iii) Students and teachers may take recordings of students at school or at school-related activities or recordings of student work for use within the school as long as they are a part of, or supplement to, the educational program.

   iv) Parental consent is not required for teachers to take recordings of students within the school or at school-related activities or recordings of student work.

   v) Video and digital cameras, including cell phones with cameras are banned from change rooms, showers, and washrooms. All of the above are to be turned off during the school day.

2. Public Events:

   i) Anyone attending a public event at a school may take recordings as long as they comply with the direction of the school principal and school rules.

   ii) Daily school operations are not public events and the permission of the school principal is required before parents, or members of the public may take recordings, including hallways, classrooms, gymnasiums, and school grounds.

3. Parental Consent:

   i) Except at public events, the principal or designate must ensure that the written consent of the parent is obtained at the beginning of the School year before a member of the media or a person other than an employee may take pictures or recordings of:

      a) a student at school, if the student is identifiable, or

      b) the student's work

4. Web Site Publications:

   i) The principal must ensure that the parent/legal guardian of a student complete the School's specific release form for the web site before recordings of an individually identifiable student or student personal information or the student's work, is posted or published on a school web site or the CIS web site.

5. Student Pictures:

   i) The principal or designate must inform parents about:

      a) student pictures, class pictures and team pictures for purchase by parents or students; and

      b) the intended use of the student pictures such as class projects, yearbooks, publications and student identification cards.

   ii) The principal or designate must ensure that contracts for student photographs protect student privacy and confidentiality.

6. Cell Phones:

   i) Student cell phones must be turned off during school hours.

7. Yearbooks:

   i) The production of school yearbooks is part of the educational program and photographs and other personal information may be included in the yearbook without requiring consent.

   ii) Notwithstanding 7 i), consent must be obtained before personal photographs such as baby pictures or other photographs taken outside the school program are included in a yearbook.

   iii) Photographs taken at public events, or in classrooms, may be included in a yearbook without consent.

   iv) Yearbooks may not be posted on the School's web site.

   v) Yearbooks must be available for purchase only within the school community.

   vi) The yearbook must be approved by the Principal or designate before going to the publisher.

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STUDENT: VANDALISM/DESTRUCTION OF SCHOOL PROPERTY

Policy 512

A student(s) found guilty of destroying or damaging school property will be liable for suspension until his/her parents or guardian makes restitution for the damage, or until arrangements satisfactory to the school and local school council are made. In the case of an independent student, the student must make restitution for the damages.

Reason for Policy

While insurance policies are in place to cover some of the costs of repairing damage there is often a substantial deductible, plus unnecessary claims on the insurance policy which can affect future premiums.

In addition, while students are responsible for their actions the onus for paying for any damage caused by students is ultimately the responsibility of the parents/guardian or independent student.

Reference: Regulation 512

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STUDENT: VANDALISM/DESTRUCTION OF SCHOOL PROPERTY

Regulations

1. When property belonging to the school/parish is destroyed or damaged by intentional or negligent acts of a student, the student and the parents or guardian (if the student is not an independent student) are jointly liable and may be required to make compensation.

2. Any student who may be required to make restitution or pay compensation for destruction of property and who fails to do so may be subject to disciplinary action.

3. Vandalism occurring outside regular school hours must be reported as soon as it is discovered to the principal who will take the necessary steps to ensure the building is rendered safe and secure. The principal will prepare a report of the occurrence and submit it at the next regular School Council meeting.

4. When vandalism and /or destruction of property occurs during the regular school hours or during school sponsored activities, the principal shall;

    4.l investigate the circumstances surrounding the incident and make a decision as to whether or not any student(s) shall be required to pay compensation.

    4.2 report the matter to the School Council.

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DRUGS AND ALCOHOL

Policy 515

The possession and/or use of alcohol, restricted and illicit drugs by students, in schools, on school property or during school related activities are strictly prohibited.

Reason for Policy

The use of alcohol and the misuse of drugs and intoxicants have a negative effect on a student's capacity to learn. In addition, it can also have a negative impact on the overall school climate. While the school has an obligation to educate students about the dangers associated with the use of these it also has an obligation to take strong measures to prevent the use within the school context.

Reference: Regulation 515

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DRUGS AND ALCOHOL

General

1. Schools shall ensure that the educational programs include components designed to increase students' knowledge of the facts relating to controlled substances and alcohol.

2. All cases of possession and/or use of controlled substances or alcohol, on school premises, shall result in the application of standard student suspension procedures.

3. School officials will co-operate with law enforcement agencies in the surveillance of the trafficking of controlled substances on school premises.

Detail

1. Staff members/supervisors observing students suspected of possession or use of controlled substances shall document the findings and report the incident to the principal/designate.

2. Subsequent to meeting the student's immediate need (medical attention, legal guidance, parental contact), remedial assistance should be sought for the student by the family and the counselor. The following agency could be considered for help:

    2.1 Alcoholics Anonymous

3. After verification of the accuracy of the incident by the school administration the student(s) will be suspended and the participation of the parents requested in further discussions of the appropriate action.

4. For persons found to be distributing illegal drugs the following applies:

    4.1 The position of the CISPG Board of Directors is that selling controlled drugs is a criminal offense and all personnel in a school are expected to act as citizens who support the law. Therefore, there should be no hesitation by administrators to inform the police about a student caught, or suspected of being a distributor of drugs.

    4.2 A student caught distributing drugs within a school shall be reported to the police and suspended immediately pending a thorough investigation by school authorities.

    4.3 A student charged by the police for trafficking in drugs shall be suspended pending an investigation for the purpose of determining the effect of the student's behavior on the moral tone of the school.

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PROHIBITION OF WEAPONS IN SCHOOL

Policy 520

The CISPG Board of Directors prohibits the possession of a weapon on school premises at any time or while in any school sponsored curricular or extra-curricular activity.

Reason for Policy

The safety of all persons is to be protected.

Reference: Regulation 520

	EDUCATION POLICY MANUAL
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PROHIBITION OF WEAPONS IN SCHOOL

Regulations:

The CIS Board concurs with the definition of a weapon in the Criminal Code of Canada, Section 82.

> *"weapon"* means (a) anything used or intended for use in causing death or injury or not, or (b) anything used or intended for use or purpose of threatening or intimidating any person, and, without restricting the generality of the foregoing, includes any firearm as defined in Section 82.

Students (and parents) shall be advised that weapons of any kind are prohibited on school premises and students who are found with knives, pellet guns, replicas of guns, or other dangerous objects on their person, in tote bags, purses, on or in their lockers will be subjected to disciplinary action. As well, students and parents shall be advised that carrying a concealed weapon is contrary to the Criminal Code of Canada. Anyone convicted of such a charge is liable to imprisonment. Students shall be encouraged to take citizenship responsibility to report any violation of the weapons policy.

1. In cases when a Principal/Vice Principal/Teacher in Charge establishes that a student is in possession of a weapon the student's parent/guardian shall be contacted immediately to remove the student from school while an investigation is conducted.

2. At the discretion of the Principal, Vice Principal/Teacher in Charge the weapon shall be removed when this can occur safely.

3. Further action may be deemed necessary depending upon the severity of the situation.

4. The Superintendent of Schools is to be notified immediately.

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RESPONSE STRATEGIES TO WEAPONS

Policy 521

The CIS Board of Directors recognizes that members of its school staff may have to respond to incidents that may be threatening to the safety of the school community members including students and staff. The CIS Board of Directors encourages the principal and staff to be aware of possible prevention strategies to assist in responding to emergencies involving possible threats where a weapon is being used or is threatened to be used. Possible prevention strategies are outlined in the following regulations.

Reference: Regulation 521
See Policy and Regulation 502 Student Discipline
See Policy and Regulation 506 Student Suspension and Expulsion

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RESPONSE STRATEGIES TO WEAPONS

Regulations

1. Possible Prevention Strategies

- communicate clearly that there is zero tolerance towards possession and or/use of weapons
- communicate clearly weapons are strictly prohibited on school property or at school sponsored events. Indicate that strong disciplinary action will be invoked
- encourage students to report any weapons or potential weapons to school staff on a confidential basis
- develop procedures for students to follow where, as part of a specific program or event, it is necessary to bring a weapon into the school
- monitor the supervision, storage, and access to any equipment or material that may be used as a weapon

2. Immediate Response Strategies

- respond to reported presence of a weapon immediately
- contact the police as appropriate
- isolate the individual concerned and/or isolate other students and staff to remove them from potential danger
- keep students in the classrooms, turn off bells, announce that students are not to change classes, and remove students from the immediate area as appropriate

3. Intervention Strategies

When an individual is found in possession of a weapon,

- the weapon will be confiscated by and secured by either the staff or police as appropriate
- the parent or guardian must be contacted if the individual is under the age of 18
- the police may be notified
- the weapon may be released to the police or the parent or guardian as deemed appropriate by the Principal
- contact the Superintendent of Schools
- a suspension time of at least five (5) days will be imposed with the matter being dealt with by the School Council under suspension and expulsion policy
- the school may recommend to the police that charges be laid

In addition to the above, depending on the nature and severity of the situation, and in consultation with the Superintendent of Schools the school administration may:

- recommend an alternative learning placement for the perpetrator;
- recommend that the perpetrator participate in a counselling program at the parents expense
- recommend a suspension of not less than five nor more than twenty (20) school days; and/or
- recommend the perpetrator be expelled

NB If the alleged perpetrator is not a student at the school contact the police immediately.

If the alleged perpetrator is an employee of the School Council contact the Superintendent of Schools.

4. Threat to Use a Weapon

When an individual has possession of a weapon and threatens to use it,

- the weapon will be confiscated and secured by either the staff or police which ever is appropriate
- the parent/guardian must be contacted if the individual is a student under 18 years of age
- the police must be notified
- the weapon shall be released to the police
- contact the Superintendent of Schools and provide a written report giving details of the incident and provide further recommendations as appropriate
- a suspension of at least five (5) days will be imposed with subsequent action to be taken under the policy on suspension and expulsion
- the school will recommend to the police that charges be laid

In addition to the above, depending on the nature and severity of the situation, and in consultation with the Superintendent of Schools, the school administration may:

- recommend that the victim participate in a counselling program;
- recommend an alternative learning placement for the perpetrator
- recommend that the perpetrator participate in a counselling program
- impose a suspension of not less than five or more than twenty school days
- recommend that the perpetrator be expelled

Note: If the alleged perpetrator is not a student of the school contact police. If the perpetrator is an employee of the School Council contact the Superintendent of Schools

5. Use of a Weapon

When an individual uses a weapon:

- the weapon will be confiscated and secured by the staff or police as appropriate
- the parent/guardian must be contacted if the student is under 18 years of age
- the police must be contacted
- the weapon shall be released to the police
- contact the Superintendent of Schools and provide a detailed written report of the incident and provide further recommendations as deemed appropriate
- a suspension of at least five school days will be imposed with action taken under the suspension and expulsion policy
- the school will recommend to the police that charges be laid

6. In addition to the above, depending on the nature and severity of the situation, and in consultation with the Superintendent of Schools, the school administration may:

- recommend that the victim participate in a counselling program
- recommend an alternative learning placement for the perpetrator
- recommend that the perpetrator participate in a counselling program
- impose a suspension of a least five school days to a maximum of twenty school days
- recommend that the perpetrator be expelled

Note: If the alleged perpetrator is not a student of the school, the police shall be contacted. If the alleged perpetrator is an employee of the School Council contact the Superintendent of Schools

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Policy:	**525**
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THREATS TO STUDENTS, EMPLOYEES OR VOLUNTEERS/SPONSORS

Policy 525

The CISPG Board of Directors recognizes that students, employees, and volunteers/sponsors have the right to a safe and secure school environment.

A threat, either written, verbal, transmitted by electronic media, or any application of force made by student(s) and considered serious by the administration, and which is directed towards students, employees, or volunteers/sponsors, shall be investigated thoroughly and in a timely manner following the BC Safe School Protocols.

Reference: Regulation 525

	EDUCATION POLICY MANUAL
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Regulation:	**525**
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THREATS TO STUDENTS, EMPLOYEES, OR VOLUNTEERS/SPONSORS

Regulations:

In cases where threats of a serious nature, written, verbal, or physical are directed by a student(s) towards another student(s), employee, or volunteer/sponsor the following shall apply:

The Principal or their designate will investigate the matter thoroughly following CISPG Violent Threat/Risk Assessment Procedures, contacting CISPG Safe Schools Coordinators as required. Involvement from other agencies (RCMP, MCFD, Safe Schools BC) may be warranted.

The offending student(s) may be indefinitely suspended during the period of investigation and/or as part of the long-term intervention plan.

Following the investigation, the student may be suspended or expelled as per CISPG policy #506

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LEGAL CUSTODY OF CHILDREN

Policy 527

The CIS Board of Directors recognizes that principals, teachers, support staff and students who are involved in our schools are subject to potentially negative situations that involve matters related to the custody of students attending the school. In some instances this negativity may be threatening and directed towards the school, its staff or clientele by either parent or in some instances by grandparents or guardians. Confrontational situations may erupt on school property involving persons attempting to exercise custodial rights. The CIS Board of Directors expects the school council will support the staff and the students through procedures and directions that are outlined in the regulations to this policy.

Reason for Policy:

The incidence of more and more family problems giving rise to larger numbers of children being involved in situations where parents are separated and/or divorced is resulting in numerous confrontational issues over who has custodial rights of the children and who has access to the children and school records and reports. The presence of more and more single parents demanding certain information from the school has created the need for a planned procedure to deal with these issues in a proper and lawful manner.

Reference: Regulation #527

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LEGAL CUSTODY OF CHILDREN

Regulation

1. The School Council has the authority to determine who has access to the school grounds and buildings including the authority to limit parents and grandparents from entering the school grounds.

2. The limiting action taken by the School Council must be justified based on the facts and circumstances and must be clearly and in advance communicated to whoever is directly affected by the ban.

3. The communication discourse that may occur and be audible would be banned to some degree by banning the parents and/or grandparents from the school grounds. This ban would also be communicated to those involved with certain rules applying to any communication discourse on the school grounds.

4. The Council has the important consideration to protect students and staff from potentially negative statements being vocalized at the school or on school property. Both parents must be treated equally and subject to the same rules.

5. The School Council should follow a course of action namely:

    - A letter could be sent to each parent to advise each parent of the future rule of conduct to be observed on the school grounds. Each parent would receive the same letter and would be governed by the same rules.
    - The letter to each parent would also indicate the consequences of failure to observe the rule of conduct set out in the letter.
    - In the event that either or both parents failed to comply with the rules of conduct, that parent or parents would be banned from the school grounds in order to protect the proceedings of the school and the safety and enjoyment of all others at the school.
    - In an extreme situation or where there is a public safety concern, the RCMP may be called to the school to ensure there is no breach of the law.

6. For clarification of procedures in all of these situations the Principal should contact the Superintendent of Schools. In addition to the above the Principal should be aware of and follow the attached Guidelines for Administrators as part of this policy and regulations.

Part of Policy #527

Guidelines for School Administrators

I Parent Rights

1. When parents are living separate and apart, custody or usual care and control of the student is determined as follows:

(a) Guardianship

The Family Relations Act provides that where parents are living separate and apart, the parent who usually has care and control of the child is the "guardian" of the child unless a court orders otherwise or the mother and father make a written agreement between them which provides that one of them is the sole guardian.

Section 27 of the Family Relations Act provides that:

27 (1) Subject to section 28, whether or not married to each other and for so long as they live together, the mother and father of a child are joint guardians unless a tribunal of competent jurisdiction otherwise orders.

(2) Subject to subsection (4), section 28 and section 30, where the father and mother of a child are or have been married to each other and are living separate and apart,
(a) they are joint guardians of the estate of the child; and
(b) the one of them who usually has care and control of the child is sole guardian of the person of the child unless a tribunal of competent jurisdiction otherwise orders.

(3) Where the father and mother of a child
(a) have not married each other;
(b) are living separate and apart; and
(c) have been joint guardians under subsection (1) or under the order of a tribunal or competent jurisdiction, subsection 92 applies to the father, mother and child as though the father and mother were married.

(4) where a tribunal of competent jurisdiction makes absolute a decree of divorce, or renders judgment granting a divorce and a certificate has been or could be issued under the Divorce Act, 1985 (Canada) stating that the marriage was dissolved, or makes an order for judicial separation or declares a marriage to be null and void, a person granted custody by order in the proceeding is sole guardian unless a tribunal of competent jurisdiction transfers custody or guardianship to another person.

(5) Subject to section 28, where the father and mother of a child
(a) have not been married to each other during the life of the child or 10 months prior to its birth;
(b) are living separate and apart; and
(c) do not share joint guardianship under this section or an order of a tribunal of competent jurisdiction,

the mother is sole guardian unless a tribunal of competent jurisdiction otherwise orders.

Parents cannot make an agreement between them, which makes any other person a guardian without a court order.

Where parents are divorced or their marriage has been dissolved under the Divorce Act or there has been a judicial separation, the person granted custody by the order in the proceeding will be the sole guardian of the child unless the court transfers guardianship to another person.

Where a court orders that the parents have joint guardianship, both parents have the rights of a guardian.

Where the Director (ie. Ministry of Social Services through its social workers) has custody of a child under an interim order or temporary custody order under the Child, Family and Community Service Act, unless limited by court order, the Director has the rights and responsibility of a guardian and specifically, the right to make necessary decisions about the child's education. Similarly where the Director has continuing custody of a child under the Child, Family and Community Service Act the Director has the rights of a sole guardian of the child.

(b) Custody

Where parents are living separate and apart "custody" is generally determined by court order or by a written agreement between the parents. A court order will take precedence over an agreement in the event there is a conflict between the two.

In the absence of a court order or written agreement, the person entitled to custody will be the person with whom the child usually resides.

Section 34 of the Family Relations Act provides that:

> 34. (1) Subject to subsection (2), the persons who may exercise custody over a child are, where
> (a) the father and mother live together, the father and mother jointly;
> (b) the father and mother live separate and apart, the parent with whom the child usually resides;
> (c) custody rights exist under a court order, the person having those rights; and
> (d) custody rights exist under a written agreement, the person to whom those rights are given.
>
> (2) Where persons have conflicting claims to custody under subsection (1)
> (a) the person having custody rights under a court order;
> (b) where paragraph (a) does not apply, the person granted custody by an agreement;
> (c) where paragraphs (a) and (b) do not apply, the person claiming custody with whom the child usually resides; or
> (d) where paragraph (c) applies and 2 persons are equally entitled under it, the person who usually has day to day personal care of the child may exercise custody to the exclusion of the other persons unless a court otherwise orders.

Where a child is subject to an order under the Child, Family and Community Service Act, the Director has the right to custody of the child until the child is returned to the parent apparently entitled to custody or an order terminating the Director's custody of the child is made.

(c) Usual Care and Control

The person who usually has care and control of the child is the person with whom the child normally resides and exercises day to day responsibility for the child. This person may or may not be the mother or father of the child (e.g. it may be grandparents, other relatives or adult caregivers).

2. How do school administrators determine who is a "parent"?

School administrators are entitled to act on the information concerning guardianship, custody and usual care and control of the child which is provided to the school by the parents at the time the student is enrolled in school until the school receives notice from one or other of the parents or the Director acting under the Child, Family and Community Service Act that the situation has changed. In this event, school administrators should request written confirmation of the change, that is, a copy of the order or agreement relating to the change in custody, guardianship or usual care or control.

Any court orders should bear a stamp from the court registry in which they were filed indicating that the order has been registered with the court. Separation agreements should be signed by both parties to the agreement. Separation agreements may be filed with the court but this is not necessary to make the agreement legally binding.

Orders made under the Divorce Act have legal effect throughout Canada, notwithstanding that the orders may have been made in Provinces other than British Columbia. Orders made by courts outside British Columbia pursuant to Provincial legislation comparable to the Family Relations Act may be recognized by courts in British Columbia and should be respected by school administrators unless superseded by a subsequent court order or agreement.

If school administrators have any questions as to the validity or meaning of an order or separation agreement, they should seek advice from CIS or legal counsel rather than relying on any representation from the person providing the order or agreement.

II Parent Rights under the Divorce Act

Parents may also acquire the right to information concerning the education of their child as they result of other legislation. Under the Divorce Act a spouse who is granted "access" to a child under that Act is entitled to information as to the health, education and welfare of the child.

Section 16(5) of the Divorce Act provides that:

> Unless the court orders otherwise, a spouse who is granted access to a child of the marriage has the right to make inquiries, and to be given information, as to the health, education, and welfare of the child.

There is no comparable provision given to a person granted 'access" to a child under the Family Relations Act.

While parents with the right of access to their child under the Divorce Act have the right to receive information about the education of the child from school administrators (eg. to receive the child's report card or related information such as the child's attendance record), these parents do not necessarily have all of the rights provided by the School Act. In order to have rights under the School Act, they must fall within the definition of "parent" under the Act.

It should be noted that the right granted a noncustodial parent under Section 16(5) of the Divorce Act is subject to a court ordering some other arrangement. A court may make a specific order with respect to the rights of a noncustodial parent to information about the child's education. Orders may relate to such matters as who may pick up the child from school, the nature of the information which should be provided to the noncustodial parent, and the role of the noncustodial parent at school activities, events and parent-teacher conferences. Specific orders related to the right to information take precedence over Section 16(5).

III The Relationship Between Home and School

The primary contact with the school should be the person who has legal custody of the child. While a person who has guardianship or usual care and control must be afforded the rights of a parent as specified in the School Act, in addition to any rights which may be given to the person under a court order, the day to day contact between school and home should be with the custodial parent. Where school administrators require information or direction regarding the child, the contact should be with the custodial parent whenever possible.

If the custodial and noncustodial parent disagree about a course of action related to the child then the school administrator should take direction from the custodial parent. School administrators should not become embroiled in disputes between parents. The school administrator should take direction from the custodial parent unless and until the matter is clarified by a court order or subsequent agreement between the parents. For example:

1. If a custodial parent objects to the noncustodial parent meeting with the child at school and there is no order or agreement giving the noncustodial parent the right to be involved with the child at school (eg. as a volunteer), then the custodial parent's decision should be respected. The noncustodial parent can apply to court for an appropriate order if he or she wishes to pursue the matter.

2. If the noncustodial parent wishes to attend a parent-teacher conference at school when the custodial parent objects to this and the noncustodial parent has no apparent right under the School Act, court order or separation agreement to attend such a meeting, then the school administrator should abide by the directions of the custodial parent.

It should be emphasized that it is not always possible for school administrators to do all of what a custodial parent may request in relation to a child. School administrators may not be able, for instance, to prevent all contact between an older child and a noncustodial parent at school. School administrators only have an obligation to comply with requests, which are reasonable in the particular circumstances.

IV Pending Custody Disputes

On occasion school administrators and staff are asked by a parent engaged in a custody dispute to testify or sear an affidavit on his or her behalf. The administration and staff of a school should endeavour not to provide any appearance of support to one side or the other in a custody dispute. If administrators or staff have information that a party requires for the court proceeding, then the staff member can be subpoenaed or the school records ordered by the court.

V Students Living Independently

There are a number of students attending secondary schools who are living on their own. If the student is a minor (under 19 years of age) the school should inquire as to who has legal guardianship. It may be the student's parents or the Director under the Child, Family and Community Service Act. The extent to which the school administrators need to report to the guardian concerning the student's progress will depend on the directions given by the guardian to the school.

VI Summary

1. the custodial parent is the main contact between school and home. Any information or directions, which the school requires about the child should be obtained from the custodial parent. If the noncustodial parent claims that he or she has better or different rights than are evident to the school and there is a dispute between the custodial and noncustodial parent, the noncustodial parent can apply to court for a specific order granting the rights claimed.

2. Persons who have "access" under a Divorce Act order are entitled to receive information concerning the education of the children who are the subject of the order (e.g. the report card and related information such as attendance record).

3. School administrators are entitled to rely on the information regarding custody, guardianship, access and usual care and control, which is provided to the school at the time of initial registration. If there is a change in the legal status of the parents, it is up to the parents to bring it to the attention of the school. Administrators should then take steps to verify the status by asking for a copy of the order or agreement.

4. School administrators and staff should not give the appearance of support for one parent or the other in the event of a custody dispute. Administrators and staff should generally not give evidence in support of one parent unless they have been subpoenaed as a witness in the proceeding.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**530**
Approved Date:	**Committee Mtg Oct 11/2000**
Revised Date:	**Working Policy June 11, 2001**
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STUDENT: SEARCHES

Policy 530

Student property may be subject to unannounced searches from time to time, as may be considered appropriate.

Reason for Policy

The school has a responsibility to maintain a safe and harmonious environment and from time to time it may be necessary to search student lockers. The lockers in the school are school property and therefore may be subjected to periodic searches.

Reference: Regulation 530

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Regulation:	**530**
Approved Date:	**Committee Mtg Oct 11/2000**
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STUDENT: SEARCHES

Regulations

1. School officials shall attempt at all times to protect the student's right to privacy.

2. When it is deemed necessary to search a student or student property:

   2.1 the student should be present during the search, whenever possible;
   2.2 the student's consent to search the property should be sought whenever possible; and
   2.3 in addition to the searcher, at least one (1) other adult shall be present when the search takes place.

3. If the proposed search involves a suspicion of criminal activity, the police shall be informed and they shall conduct the search.

4. Whenever possible, the parent(s) or legal guardian of the student shall be informed of the search, and the reason for it, prior to the search being taken.

5. The grounds for conducting a search shall be recorded, in writing, by the principal and kept on file for future reference.

6. Students and their parents or guardians shall be informed at the beginning of each school year, regarding this policy, stating that "student property is subject to periodic searches of a general administrative nature for contraband and rule violation".

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**531**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
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STUDENT: INTERROGATION BY OUTSIDE AGENCIES

Policy 531

The school authorities will co-operate with authorized agencies in matters concerning students and officers of the law or social services, subject to:

1. the school's responsibility for the well-being of the student(s);
2. the proven authority of the agency and officer(s).

The school authorities will observe and ensure the utmost confidentiality, at all times, in matters concerning students and officers of the law or social services.

Reason for Policy

School authorities have a responsibility to co-operate with the police and other civil authorities. They also have responsibilities to students to function "in loco parentis" during school hours. Occasionally circumstances may develop where school officials are asked by certain authorities for permission to interrogate a student or search the student's locker, personal property, or person.

Reference: Regulation 531

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Regulation:	**531**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
Page:	1 of 1

STUDENT: INTERROGATION BY OUTSIDE AGENCIES

Regulations

l. The CISPG Board of Directors strongly encourages investigating officers and officials to conduct their investigation without recourse to interviews with students in school, unless they deem such interviews are essential to proper investigation.

2. Interviews and searches will be conducted in a manner that ensures that the student's rights are protected.

3. No person except the parent, legal guardian or law enforcement officer shall be permitted to interview a student on the school premises. In some circumstances social services authorities may interview students in school in matters related to alleged child abuse.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**534**
Approved Date:	**22 September 2004**
Revised Date:	**November 16, 2009**
Page:	1 of 1

STUDENT: STUDENT TRANSFER FORM

Policy 534

The CIS Board of Directors recognizes that a number of families may move from a community during the school year. This family mobility results in students changing schools during the school term. To assist families in relocation and moving their students to a new school it is necessary to provide accurate initial information to the receiving school in order to lessen the adjustment period for the transferred students. In order to provide consistent information a Student Transfer Form shall be completed according to the following guidelines:

Reference: Regulation 534
Policy and Regulation 535 “Transfer of Student Record File”

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Regulation:	**534**
Approved Date:	**22 September 2004**
Revised Date:	**November 16, 2009**
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STUDENT: STUDENT TRANSFER FORM

Regulations

1. The Catholic Independent Schools Diocese of Prince George Student Transfer Form shall be filled out to provide accurate information to the receiving school.

2. The signed Transfer Form shall be given to the parent/guardian on the day the student leaves the school with the expectation that it be given to the receiving principal.

3. On receipt of a request from a school, school board or school authority in British Columbia where the student is enrolled, the school should transfer the Permanent Student Record (PSR) for the student to the requesting school, board, or authority. The transferring school should keep a cop of the Form 1704.

4. The teacher and the Principal must sign and date the Transfer Form.

Note: Attachment to Policy
Catholic Independent Schools
Diocese of Prince George
Student Transfer Form #534

CATHOLIC INDEPENDENT SCHOOLS
DIOCESE OF PRINCE GEORGE
STUDENT TRANSFER FORM
POLICY #534

Student Surname _____ Given Names _____

Grade Level _____ Other Placement _____

Name of School _____ City/Town _____

Postal Address _____ Postal Code _____

Telephone (_____) _____Fax (_____) _____

Name of Receiving School _____ Location _____

Address _____ City/Town _____

Postal Code _____ Telephone (_____) _____ Fax (_____) _____

PROGRAM SUMMARY:

Religious Education: _____

_____

Reading: _____

_____

Language Arts/Writing: _____

_____

_____

Mathematics: _____

_____

_____

Science: _____

_____

_____

Social Studies: _____

_____

_____

Second Language: _____

_____

_____

Physical Education: _____

_____

_____

Other Subjects: _____

_____

_____

Support Services the Student is receiving: Learning Assistance (_____) Modified Programme (____)

IEP (_____) Other (_____)

Speech/Language Assistance (_____) Visually Impaired (_____) Hearing Impaired (____)

Any additional student information will be forwarded following a written request from the receiving school that is signed by the parent or guardian of the above named student.

_____ _____

Teacher's Signature Principal's Signature

Date_____

Please contact us for any additional needed information.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**535**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	**November 16, 2009** **February 19, 2014**
Page:	**1 of 12**

STUDENTS: STUDENT RECORDS

Policy 535

Rationale:

Catholic Independent Schools, Diocese of Prince George authorities are well served by policies and practices regarding student records. Such policies and practices will benefit Catholic Independent School students, parents, office staff, administrators, and authorities by providing guidance for the collection of information and its storage, use, transfer, and protection. Legal and public expectations regarding the confidentiality, disclosure and transfer of school student records are increasing, as are societal concerns regarding school record keeping and storage.

The legal framework for the development of this Student Records Requirements and Best Practices Policy is provided by section 6.1 of the *Independent School Act*, Sections 9 and 10 of the Independent School Regulation (the Regulation), the Student Records Order (I 1/07) (the Order), and the *Personal Information Protection Act* (PIPA). Section 9(2) of the Regulation obliges independent school authorities to, subject to the requirements of the Order, (a) establish written procedures regarding the storage, retrieval and appropriate use of student records, and (b) ensure confidentiality of the information contained in the student records and ensure privacy for students and their families.

In addition to the above, the Office of the Inspector of Independent Schools and FISA BC have collaborated in producing the Student Records Requirements and Best Practice Guidelines for Independent Schools, Ministry of Education, June, 2012, which serves as a guide for independent school policy development in this area.

Catholic Independent Schools, Diocese of Prince George (CISPG) is committed to ensuring that student records are handled in accordance with all legal requirements.

For the purpose of this policy in each CISPG School the lead administrator is the Principal.

Policy

The purpose of this document is to define policy and to determine procedures for the collection of student information and its storage, use, disclosure, transfer and protection.

1. Policy Statements:

The following policy statements are provided to inform all parties who collect, store, use, disclose, transfer and protect student information.

CISPG will:

1.1 Ensure that the lead administrator is responsible for the establishment, security and maintenance of the Student Record and Student File (as defined in this policy) for each student registered in the school according to the procedures defined in this policy.
1.2 Only collect, use or disclose personal information with the consent of the individual student or legal guardian, unless otherwise authorized under PIPA.
1.3 On or before collecting personal information, disclose to the individual student verbally or in writing the purposes for the collection of personal information.
1.4 Only collect, use or disclose personal information for purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes disclosed by the school or are otherwise permitted under PIPA.
1.5 Secure Student Records and Student Files with access within the school authority restricted to those individuals who, by the nature of their work, are required to have access to the information.
1.6 Provide access to personal information about an individual student to the individual student (if capable of exercising PIPA rights), and to a parent or legal guardian of the individual student during school hours and under the supervision of the lead administrator or designate.
1.7 Subject to legal requirements, ensure that personal information will be retained only for the period of time required to fulfill the purpose for which it was collected.
1.8 Inform parents that concerns, complaints and questions about personal information handling policies and practices of the school authority may be directed to the school's Privacy Officer by calling the school office.

2. Definitions and Student Record Components

2.1 Elements of the Student Record:

i. The Permanent Student Record (PSR), as defined in the Students Records Order (I 1/07):
   a. Form 1704, PSB 048 (revised 1997) completed according to the Permanent Student Record Instructions that are effective at the time of completion; and
   b. Student Progress Reports for the two most recent years or an official transcript of grades;

ii. All documents listed as inclusions on Form 1704 (see 2.2 below);
iii. Form A, verifying the information about the student's parent or guardian in respect of students eligible for funding (see Appendix I);
iv. A copy of the student's current Student Learning Plan, if any; and
v. A copy of the student's current Individual Education Plan (IEP), if any.

2.2 Permanent Student Record (Form 1704) Inclusions

The following inclusions must be listed on Form 1704, including document date, title and expiry date or date rescinded (if applicable), and copies of the documents listed must be filed with the PSR:

i. Health Services information as indicated by the medical alert checkbox, such as diabetes, epilepsy, anaphylaxis producing allergies, and any other condition which may require emergency care;
ii. Court orders as indicated by the legal alert checkbox;
iii. Other legal documents, e.g. name change or immigration document;
iv. Support services information (e.g. psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities)
v. Current IEP and/or Case Management Plan (CMP) where applicable; and
vi. Notification of a student being home schooled.

The following inclusions may be listed on PSR Form 1704, including document date, title and expiry date or date rescinded (if applicable) and if listed, copies of the documents must be filed with the PSR:

i. Records of information which an educator deems relevant and important to the educational program of the student;
ii. Award information; and
iii. Standardized test scores (if deemed relevant and important to the educational program of the student).

If the above optional inclusions are NOT listed on PSR Form 1704, then they may be included in the Student File (see section 2.3, viii below).

2.3 Student File

Additional items must (see i below) or may (see ii – ix below) be included in the school's student records as part of the Student File. These items include:

i. Student eligibility information (required):
   a. Legal name of child – verify the original and file a photocopy or scanned copy of birth certificate or similar legitimate identification document;
   b. Official name(s) of parent(s) or guardian(s) with home and work contact information; and
   c. Verification that parent/guardian is legally admitted to Canada and a resident of BC (see Appendix I, Form A, used to collect this information);
ii. Care Card number;
iii. Emergency contact numbers;
iv. Doctor's name and contact information;
v. Previous Student Progress Reports (other than the two most recent years required in the PSR);
vi. Serious discipline reports (e.g. copies of letters to parents/guardians regarding discipline matters and corrective actions taken);
vii. Reports of important meetings/discussions relating to the student; and
viii. Standardized test scores, records of information which an educator deems relevant and important to the educational program of the student, and award information IF NOT listed as inclusions on the PSR (see section 2.2 above).
ix. Copies of baptismal and confirmation certificates (if applicable).

2.4 Sensitive Student Information. This may include information which by its nature requires that school staff observe a high level of confidentiality. Examples include:

i. Psychiatric reports;
ii. Family assessments;
iii. Referrals to or reports from school arranged counselling services; or
iv. Record of a school-initiated report of alleged sexual or physical abuse made to a child protection social worker under section 14 of the Child, Family and Community Service Act.

Procedures:

1. The lead administrator or designate will be responsible for:

i. Updating the PSR Form 1704 as information changes and the student progresses through the system;
ii. Ensuring that electronic copies of documents are stored on a server in a physically secure location. If information is accessed through the Internet, an encrypted connection (https://) must be established before authenticating. Access is restricted to those employees (such as designated records clerks, administration, teachers, and counsellors) who, by the nature of their work, are required to have access; and
iii. Ensuring that the school authority takes necessary precautions to safeguard against deprecated or obsolete forms of storage. The electronic storage of PSRs and other personal information requires the school authority to have an adequate backup plan and recovery strategy for potential hardware failure and database corruption.

2. Student Record and Student File Retention:

i. Student Records – Active Students
   a. Student Records are locked in fireproof cabinets. Access is restricted to those employees (such as designated records clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.
   b. The school authority protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks. Procedures for such protection are outlined in sections 7 and 8 below.
   c. The lead administrator or designate will regularly review Student Records to ensure that the information is current and complies with legal requirements. R*equired inclusions must be listed on the PSR* – see section 2.2 above.

ii. Student Records – Inactive Students
   a. Unless another school requests a Student Record (see section 8 below), the school authority archives Student Records for 55 years after a student has withdrawn and not enrolled in another K-12 school, or graduated from the school.
   b. The archived Student Records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the lead administrator or designate.
   c. The designated records clerk keeps a record of Student Records that are destroyed (shredded) after 55 years.

iii. Student Files – Active Students

a. Student Files are locked in cabinets in each school. Access is restricted to those employees (such as designated records clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.

b. The school authority protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks. Procedures for such protection are outlined in sections 7 and 8 below.

c. The lead administrator or designate will regularly review Student Files to ensure that the information is relevant and important to the educational program of the student.

iv. Student Files – Inactive Students

a. The school authority archives Student Records for 55 years after the student has withdrawn and not enrolled in another K-12 school, or graduated from the school.

b. The archived Student Records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the administration or designate.

c. The lead administrator or designate is responsible for determining the relevancy of the contents in Student Records before being archived.

3. Currency of Student Records

Student eligibility information (see Appendix I) will be updated during student registration each year.

As stated above, the lead administrator or designate will regularly review Student Records and Student Files to ensure that the information is current and complies with legal requirements.

4. Security of Student Information Off Campus

The lead administrator is responsible for ensuring that personal information taken off campus is safely stored and that personal information is protected.

5. Handling of Sensitive Student Information

Access to Sensitive Student Information is restricted to the lead administrator or a person or persons authorized by the lead administrator to access such information defined in section 2.4 Sensitive Student Information.

The lead administrator or designate will obtain parental consent (written, dated and signed) for the collection, use and disclosure of Sensitive Student Information, including psychiatric reports and family assessments, and will store these as highly confidential documents with restricted access.

Sensitive Student Information will only be disclosed or transferred in accordance with the law.

The lead administrator is responsible for ensuring that school initiated reports under section 14 of the *Child, Family and Community Service Act* are retained only for the purpose of child protection proceedings and that information is not disclosed to third

parties or transferred to other schools. Such reports are strictly confidential and should only be stored where the lead administrator or designate can access them.

6. Use of Student Personal Information

The school authority may use an individual student's personal information for the following purposes, assuming that the school has disclosed such purposes to the individual student verbally or in writing on or before collecting the personal information:

6.1 To communicate with the student and/or the student's parent or legal guardian, to process a student's application, and to provide a student with the educational services and co-curricular programs provided by the school authority.

6.2 To enable the authority to operate its administrative function, including payment of fees and maintenance of ancillary school programs such as parent voluntary groups and fundraising activities.

6.3 To provide specialized services in areas of health, psychological or legal support, or as adjunct information in delivering educational services that are in the best interests of the student.

7. Access to and Disclosure of Student Records

i. A student (capable of exercising PIPA rights) and a parent/legal guardian of a student is permitted (unless restricted by a court order) to:

a. Examine the Student Record and Student File kept by a school authority pertaining to that student, while accompanied by the lead administrator or designate to interpret the records; and

b. Receive a copy of any student record upon request. The school authority reserves the right to recover the direct cost of copying records.

An entitled person may access and verify personal information in the Student Record and Student File pertaining to the particular student with appropriate notice to the school administration. Access will be provided during school hours.

ii. Access to a Student Record or Student File will only be granted, upon assurance of confidentiality (with consent), to professionals who are planning for or delivering education, health, social or other support services to that student. Consent will be obtained in writing, listing the name and date of birth of the student, the name and signature of the parent/guardian, and the date of the request.

iii. When applicable, graduating students will be provided with interim and/or final transcripts for Grades 10, 11 and 12 courses when graduating, and upon future request of the graduate. Copies will be mailed directly to institutions of higher learning or as requested by the graduate. The school authority reserves the right to assess a reasonable fee for transcript requests.

iv. In the case of a request for personal student information from separated or divorced parents, the school authority will be guided by the legal custody agreement, a copy of which should be provided to the lead administrator. In cases where the lead administrator is unsure if the non-custodial parent is entitled to access personal student information, the school's legal counsel will be consulted for a recommendation.

8. Transfer of Student Records

i. On receipt of a request for student records from a school, a Board of Education, or an independent school authority from within British Columbia where the student is (or will be) enrolled, the school authority will transfer that student's PSR (including declared inclusions), the current Student Learning Plan (if any), and the current IEP (if any) to the requesting institution. The school authority will retain a copy of the PSR, indicating the school where the records have been sent and the date of the student record transfer.

ii. If the requesting institution is outside British Columbia, a photocopy of the PSR will be sent (including declared inclusions), along with the current Student Learning Plan (if any), and the current IEP (if any).

iii. Requests for a student's record from a public school require that the public school administration provide a copy of the PSR (including declared inclusions) and current Student Learning Plan (if applicable) and IEP (if applicable) to the independent school authority. The original PSR must be retained by the public school.

iv. The school authority will only transfer sensitive, confidential information (e.g. psychiatric assessments) after dated and signed parent/guardian consent has been obtained.

v. The school authority will not transfer a record of a Section 14 *Child, Family and Community Service Act* report of alleged sexual or physical abuse made to a child protection social worker.

vi. A summary of a former student's school progress may be provided to prospective employers, at the written request of a former student. The school authority reserves the right to assess a fee for this service.

vii. A Student Record will be reviewed when a student transfers. The lead administrator will ensure that the documents listed as inclusions are still required inclusions (eg. not expired or rescinded) or still deemed to be relevant and important to the educational program of the student. Expired, rescinded, or irrelevant inclusions will be removed from the Student Record and the documents themselves will be shredded.

9. Changes of Student Record File

9.1. Requests for an adjustment to a file may be made by the student if the students has attained the age of sixteen (16) years, or by the student's parent or legal guardian.

9.2 Requests for adjustment may relate to correction of the contents of documents, to the removal of documents or to the addition of documents.

9.3 Responses to requests will be made in accordance with the following guidelines:

9.3.1 Except for reports prepared by the school personnel or by outside agencies, the principal is authorized to rule on requests for adjustment and to make appropriate changes to the file.

9.3.2 In the case of reports prepared by the CISPG central personnel or resource personnel, the principal will obtain a decision from the originator of the document or if unavailable from the Superintendent of Schools.

9.3.3 In the case of the report prepared by agencies or persons not employed by the CISPG, or schools, the principal, in consultation with the Superintendent of Schools, may remove the report in its entirety if it is determined that the information in the report is of a sensitive nature whose disclosure, in the judgment of the principal, would clearly be injurious to the student. However, if in the opinion of the Superintendent of Schools the release of the information would be in the public interest the information shall be included in the student record file.

9.3.4 If the request is not approved by the principal, the parent and/or student is to be informed of his/her right to appeal the decision to the Superintendent of Schools; and

9.3.5 Documents relating to the request and its resolution are to be placed on the student record file.

List of Appendices

A. Appendix 1: Form A – Status of Parent/Guardian (Admission to Canada and Residency).

B. Appendix 2 – Checklist for Student Records.

C. Appendix 3: Links to information on Student Record legislation:
   i) PIPA - http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_03063_01
   ii) Independent School Act [RSBC 1996] Chapter 216 - http://www.bced.gov.bc.ca/legislation/schoollaw/independent_school_act_contents.pdf
   iii) Independent School Regulation - http://www.bced.gov.bc.ca/legislation/schoollaw/i/bcreg_262-89.pdf
   iv) Student Records Order: http://www.bced.gov.bc.ca/legislation/schoollaw/k/i1-07.pdf

D. Appendix 4: Links to Student Record Policy:
   Student Records – Requirements and Best Practice Guidelines for Independent Schools, June 2012 - http://www.bced.gov.bc.ca/independentschools/is_resources/student_record.pdf

E. Appendix 5: Link to the Child, Family and Community Service Act:
F. http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96046_01

STATUS OF PARENT/GUARDIAN

(ADMISSION TO CANADA AND RESIDENCY) – FORM A

To be completed and signed by a parent or legal (court-appointed) guardian. If legal guardian, attach a copy of court order appointing you as legal guardian.

(Lawfully Admitted into Canada)

1. I am (*please ✓one*):

- ☐ A Canadian citizen (please attach a copy of parent's birth certificate or citizenship paper/card).
- ☐ A Permanent Resident (please attach a copy of parent's landed immigrant status paper or Permanent Resident card).
- ☐ Lawfully admitted to Canada under the Immigration and Refugee Protection Act (Canada) with one of the following documents (please mark the appropriate box below and attach a copy of document):
- ☐ Admission as a refugee or refugee claimant.
- ☐ Valid student permit for two or more years (or issued for one year but anticipated to be renewed for one or more additional years).
- ☐ Valid employment authorization (work permit) for two or more years (or issued for one year but anticipated to be renewed for one or more additional years).
- ☐ A person carrying out official duties under the authority of the Visiting Forces Act or as an accredited diplomatic agent, pre-clearance officer, consular officer or official representative in Canada of a foreign government with a consular post in British Columbia.
- ☐ Other - document description: (must be cleared with Citizenship and Immigration Canada):

_____

(Residency in British Columbia)

2. I am a resident of British Columbia (*please ✓one*):

- ☐ Yes Residency address: _____

_____

(Attach a recent copy of a utility bill, mortgage document, rental agreement or tax assessment, etc.)

- ☐ No I am not a resident of British Columbia.

Confirming signatures:

3. Parent/Legal Guardian's name: _____

Parent/Legal Guardian's signature: _____

Date: _____

For Office Use Only:

Proof of Residency: _____ *Initials* *Date:* _____

CISPG STUDENT RECORDS POLICY 535

CHECKLIST FOR STUDENT RECORDS

*Note that the Ministry of Education Policy refers to the Student Record and the Student File as two separate components. Common practice in CIS schools is to have one physical file containing both components.

OVERALL CONTENTS
(items in italics may not apply to all, include only if applicable to the student)

STUDENT RECORD
MUST CONTAIN:

- ☐ Permanent Student Record (PSR) (Form 1704);
- ☐ Student Progress Reports for the past two years, or official transcript of grades;
- ☐ Form A (Admission to Canada/Residency of Parent)[1]
- ☐ Inclusions (must be listed on 1704)
  - Health services info as indicated by medical alert checkbox, requiring emergency care)
  - Court orders indicated by legal alert checkbox
  - Name change or immigration document
  - Support services information (ie, speech/hearing tests)
  - Notification of student being home-school
- ☐ Learning Plan
- ☐ IEP

STUDENT FILE
MUST CONTAIN:

- ☐ Legal name of child – verify original and keep photocopy of identification document[1]
- ☐ Official name of parents/guardians with full contact info[1]

MAY CONTAIN:

- ☐ Care Card number, Doctor's name and contact, Emergency contacts[1]
- ☐ *Copy of Baptismal Certificate*[1]
- ☐ Student Progress Reports (older than two years)
- ☐ *Serious discipline reports*
- ☐ *Reports of important meetings*

OPTIONAL:
(THESE MAY BE LISTED AS FORMAL INCLUSIONS ON 1704, OR MERELY PART OF STUDENT FILE)

- ☐ Standardized test scores
- ☐ Records of information deemed relevant to educational program
- ☐ Award information

---

[1] usually present in or attached to the school registration form.

STORAGE – ACTIVE STUDENTS

- ☐ All items in Student Record/Student File placed in one physical folder, stored in a locked, fireproof cabinet.

TRANSFER OF STUDENT RECORD / STUDENT FILE

*Administrator must first review all documents to ensure items are still relevant and important to the educational program of the student. (Remove expired, rescinded or irrelevant inclusions from the Student Record and shred the documents).

WITHIN B.C., SEND:

- ☐ Original PSR, with declared inclusions
- ☐ Current Learning Plan (if any)
- ☐ Current IEP (if any)

*Retain a copy of the PSR, with the date and name of receiving school.

OUTSIDE OF B.C., SEND **COPIES** OF:

- ☐ PSR, including declared inclusions
- ☐ Current Learning Plan (if any)
- ☐ Current IEP (if any)

STORAGE – INACTIVE STUDENTS
(students who have withdrawn and not enrolled in another K-12 school)

*Administrator first determines relevancy of documents before archiving.
*Archives must be stored securely; ensure "preservation from calamity".

- ☐ PSR (or photocopy) with inclusions must be archived for 55 years after student leaves.
- ☐ It is recommended that Special Ed/LAT files and other important documents be kept as well.

Sensitive Student information

*NOT PART OF STUDENT RECORD OR STUDENT FILE
Access to this information is restricted to lead administrator (or other authorized person). Lead Administrator must have written parental consent for the collection, use and disclosure of this information.
EXAMPLES:

- ☐ Psychiatric Reports
- ☐ Family assessments
- ☐ Counseling referrals or reports
- ☐ Record of school-initiated report of abuse

Must be stored as highly confidential, with restricted access.
This information can only be transferred with dated, signed parent consent.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**536**
Approved Date:	**Committee Mtg May 2/2000**
Revised Date:	**Working Policy June 11, 2001**
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STUDENT INSURANCE

Policy 536

The local school council may make available a student accident insurance policy on a fee-for-service basis.

Reason for Policy

The protection of students through the program of a student accident insurance program is considered a valuable service by many parents. Very reasonable accident insurance programs are available usually through local agencies that are involved with servicing larger carriers of this type of insurance.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**538**
Approved Date:	**Committee Mtg May 2/2000**
Revised Date:	**Working Policy June 11, 2001**
Page:	1 of 1

STUDENT: EXTRA-CURRICULAR ACTIVITIES

Policy 538

Each school principal will approve and monitor the extra-curricular student activities taking place under the jurisdiction of the school. This includes responsibility for the health, safety, discipline, and financial transactions related to these activities.

Reason for Policy

A balance must be maintained between encouraging and supporting student initiative and responsibility and control over school related activities. It is important to provide to the students not only the opportunity to become involved in a range of student activities but also the latitude to administer these programs themselves. However, since the nature of the programs and the student's behaviour will reflect upon the school, it is necessary to have some control over these programs. Such factor as health, safety, and discipline cannot be left to chance. Student activities often involve large sums of money. It is necessary that these funds be administered in the same responsible and secure manner as any other school monies.

Reference: Regulation 538

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Regulation:	**538**
Approved Date:	**Committee Mtg May 2/2000**
Revised Date:	**Working Policy June 11, 2001**
Page:	1 of 1

STUDENT: EXTRA-CURRICULAR ACTIVITIES

Regulations

1. The principal of each school will be responsible for approving and monitoring all student activities within the school.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**540**
Approved Date:	**Committee Mtg May 2/2000**
Revised Date:	**Working Policy June 11, 2001**
Page:	1 of 1

STUDENT: USE OF BICYCLES

Policy 540

Each school will regulate student use of bicycles within its own jurisdiction with respect to safety, parking, security, and rules for operating on school property.

Reason for Policy

The safety of the students and security of their property becomes a shared responsibility between the school and the student within the jurisdictional area of the school. Further, parking and rules of operation should be set in order that safety and security goals may be met.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**541**
Approved Date:	**Committee Mtg May 2/2000**
Revised Date:	**Working Policy June 11, 2001**
Page:	1 of 1

STUDENT: USE OF MOTOR VEHICLES

Policy 541

Each school will regulate student use of motor vehicles within its jurisdictional area with respect to the safety, parking, and security.

Reason for Policy

The safety of students and the safety and security of the students' motor vehicles becomes a shared responsibility between the school and the student within the jurisdictional area of the school.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**550**
Approved Date:	**Committee Mtg May 2/2000**
Revised Date:	**Working Policy June 11, 2001**
Page:	1 of 1

STUDENT: EVALUATIONS

Policy 550

The achievement of all students in the CISPG shall be evaluated to assist the student in the learning process and to provide reliable information concerning student progress toward the attainment of curricular goals. Regular reporting to parents will include both informal and formal reporting procedures in sufficient frequency to meet the requirements of the Ministry.

Reason for Policy

The CISPG Board of Directors believes that the evaluation of student achievement should be viewed as a systematic process of collecting, analyzing, interpreting and the judging of information to the degree to which course objectives have been realized. Student evaluation should also extend beyond the cognitive domain to the psychomotor and affective domains. Further, it is recognized that evaluation of student progress should be conducted primarily by classroom teachers.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**551**
Approved Date:	**Committee Mtg May 2/2000**
Revised Date:	**Working Policy June 11, 2001**
Revised Date:	**March 6, 2006**
Page:	1 of 1

STUDENT: TRANSPORTATION IN PRIVATE VEHICLES

Policy 551

The CISPG Board of Directors authorizes the transportation of students in privately owned vehicles in special circumstances.

Reason for Policy

The CISPG Board of Directors believes that students should be transported to and from school-sponsored activities by either B.C. transit, school bus, taxi or their parents. Occasionally, however, special circumstances may warrant employees and volunteers to transport students in privately owned vehicles.

Reference: Regulation 551

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Regulation:	**551**
Approved Date:	**Committee Mtg May 2/2000**
Revised Date:	**Working Policy June 11, 2001**
Revised Date:	**March 6, 2006**
Page:	1 of 1

STUDENT: TRANSPORTATION IN PRIVATE VEHICLES

Regulations

1. The Parents may authorize the use of private vehicles to transport students for School related activities:

   1.1 responsible adults are assigned as drivers;
   1.2 the driver is in possession of a valid driver's license;
   1.3 the driver has provided the school with her/his drivers' abstract
   1.4 adequate measures are established to ensure student safety.

2. When private vehicles are being used to transport students, the following conditions must be adhered to:

   2.1 Primary insurance coverage for vehicles used to transport students on authorized trips must provide bodily injury and property damage coverage of at least one million dollars ($l,000,000.00).

   2.2 Drivers who transport students are to be advised that their insurance coverage is always primary or first loss insurance coverage and that if they intend to occasionally transport students they shall advise their insurance company.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**555**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
Page:	1 of 1

STUDENT: INJURY/ILLNESS AT SCHOOL

Policy 555

The CISPG Board of Directors and its employees shall provide for the health, safety, and well being of students during the time they are entrusted to their care.

Reason for Policy

The health, safety, and well being of the students will be of prime importance to all school employees. In this, as other matters involving students, they are required to act in the same manner as would a reasonable and prudent parent.

Reference: Regulation 555

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Regulation:	**555**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
Page:	1 of 2

STUDENT: INJURY/ILLNESS AT SCHOOL

Regulations

1. All school employees in respect to the health of the students, will act in the same manner as would a reasonable and prudent parent in a given situation.

2. Parents or guardians will be notified of any significant illness or injury immediately.

3. Medication will not be given or administered to a student by school employees unless a situation that necessitates immediate action to support a student's well being is required.

Procedures

1. Administration of Prescription Drugs to Students

   1.1 If a student who is incapable of self-administration must receive medication prescribed by a medical practitioner during the school day or during an extra-curricular or co-curricular activity, the principal may agree to provide a monitoring function.

   1.2 Where a staff member assumes the responsibility of administration of medication, it is essential that medical directions be obtained and followed explicitly, and that a medical and parental permission form be on file.

   1.3 Principals shall ensure that staff monitoring the administration of any medication are informed in advance concerning possible reactions which may occur, and the appropriate procedures to follow. Parents or guardians, the student's physician, or personnel of a health unit should be consulted as necessary.

2. Life Threatening Medical Conditions

   2.1 The principal, through registration procedures and in consultation with parents or guardians, shall attempt to identify any students who are subject to medical conditions which may be life-threatening and who, therefore, may require specific medical attention.

   2.2 Having secured advice in such cases, the principal shall attempt to ensure that all who may be involved with the student, (e.g. school staff, volunteers, bus drivers, and substitutes) are informed concerning any required emergency procedures.

2.3 Specific instruction by medically qualified personnel should be sought for staff members who may be required to apply respiratory equipment or give injections, (e.g. severe allergic reactions etc.).

3. Serious Injury or Accident

In the event of serious injury or accident the following procedures should be followed:

3.1 The staff member should apply first aid treatment if required and practical, and if the staff member is competent to do so.

3.2 In all instances of serious injury, the staff member should stay with the injured person and direct a responsible person to notify parents or guardians.

3.3 If practical and possible, the paramedics should be called to arrange for treatment and transportation to the nearest medical facility.

3.4 In the event that paramedics are not available, (e.g. camping trips, or excursions) appropriate arrangements should be made to access medical attention or transport the injured student to a medical facility.

4. Non-Prescription Drugs

Non-prescription drugs shall not be administered to any student enrolled in a school operated by the school council without parental permission.

5. Legal Consent for Medical Treatment

Under no circumstances will employees of the local school council or CISPG give legal consent to medical treatment of students in their charge. In the event medical treatment is refused by a medical practitioner because of a lack of valid consent, the employee shall:

5.l defer the opinion of the medical practitioner;

5.2 advise the principal (or designate) of the problem and the recommendation of the medical practitioner;

5.3 continue to attempt to contact the parents or legal guardians.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**560**
Approved Date:	**Committee Mtg May 2/2000**
Revised Date:	**Working Policy June 11, 2001**
Page:	1 of 1

STUDENT: COMMUNICABLE DISEASES

Policy 560

Schools within the diocese will report any suspected cases of communicable diseases to the health authorities and will comply with recommended procedures outlined by those authorities.

Reason for Policy

1. To contain the spread of a communicable disease, both within the school and the community at large.

2. To provide for the containment and treatment of the disease for those affected by the disease.

3. To preserve the health and well being of those persons unaffected by the communicable disease, be they students, employees of the school, or members of the community.

Reference: Regulation 560

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Regulation:	**560**
Approved Date:	**Committee Mtg May 2/2000**
Revised Date:	**Working Policy June 11, 2001**
Page:	1 of 1

STUDENT: COMMUNICABLE DISEASES

Regulations

l. Children with Acquired Immune Deficiency Syndrome (AIDS), shall be allowed to attend school programs in an unrestricted setting unless, in the opinion of the local medical health officer, special circumstances dictate otherwise.

2. The right of infected students to privacy will be respected by staff, including confidentiality of records.

3. Information about communicable diseases will be provided to students as part of the regular instructional program as specified in the curriculum.

4. In the event of a suspected communicable disease within the school, the principal must be informed immediately.

5. The principal will immediately notify the communicable disease service in the school's regional district health services.

6. The principal will:

   6.1 await a confirmation and assessment of the situation by the appropriate health authorities pending any action; and

   6.2 follow the directions provided by the health authorities.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**570**
Approved Date:	
Revised Date:	**REVISED: September 21, 2016**
Page:	**1 of 6**

RESPONDING TO STUDENT ABUSE AND NEGLECT

Policy 570

Rationale

Every student has a right to a life free of abuse, neglect and violence. Everyone in the CISPG must be aware of signs of child abuse and/or neglect and know how to respond.

Policy

1. The safety and well-being of children are paramount
2. Children are entitled to be protected from abuse, neglect, harm or threat of harm
3. The Child, Family and Community Service Act requires anyone who has reason to believe that a child has been, or is likely to be at risk, to make a report to a child welfare worker, or directly to the police, if a child is in immediate danger.
4. A family is the natural environment for the care and upbringing of children and the responsibility for the protection of children rests primarily with the parents.
5. Support may be provided to parents by the school, as appropriate.
6. The cultural identity of aboriginal children should be respected
7. Decisions relating to children should be made and implemented in a timely manner
8. Where parents are unwilling or unable to care for a child or protect the child from harm, the Ministry of Children and Family Development (MCFD) is authorized to intervene.

Procedures

A. At the beginning of each school year, the school principal will review with all school personnel the following 3 documents:

   a. "BC Handbook for Action on Child Abuse and Neglect" (revised 2016) (BC Ministry of Children and Family Development)

   b. "Responding to Child Welfare Concerns" (BC Ministry of Children and Family Development)

   c. "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse" (Office of the Inspector of Independent Schools BC)

   The school principal is designated as the 'Appointed School Official (ASO)' and an 'Alternate ASO' is appointed by the principal to act as a back-up in accordance with Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse (revised 2014). They are required to:

   - investigate on behalf of the school authority
   - ensure a safe school environment during investigations
   - consult with the child welfare worker and/or police
   - ensure that no school employee interferes with any investigations
   - communicate with parents with respect to actions taken by the school authority

- report to the British Columbia Teacher Regulation Branch and/or the Inspector of Independent Schools when the School Authority dismisses, suspends or otherwise disciplines a certified teacher (Independent School Act Section 7; Inspector's Order 1 1/92, Discipline Reporting Order) and
- refer student(s) for counselling

B. Schools will protect personal information regarding child abuse, neglect or violence against improper or unauthorized disclosure and use.
C. School personnel will inform the principal (or in the event that the principal is the alleged offender, will inform the Superintendent) as soon as possible.
D. School personnel will co-operate with the resulting investigation.
E. School personnel will support students who have experienced child abuse, neglect or violence.

Appendix A – Legislation

Child, Family and Community Service Act
The Child, Family and Community Service Act is the legislative authority for child welfare in British Columbia. Its fundamental guiding principle is that the safety and well-being of children are the paramount considerations. The CFCSA is available online at:

www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm

Part 3, Section 13 of the "Child, Family and Community Service Act 1996" (amended 2002) quoted below clarifies when protection is needed and the duty to report child protection concerns.

Section 13 (1) A child needs protection in the following circumstances:

a. if the child has been, or is likely to be, physically harmed by the child's parent
b. if the child has been, or is likely to be, sexually abused or exploited by the child's parent
c. if the child has been, or is likely to be, physically harmed, sexually abused or sexually exploited by another person and if the child's parent is unwilling or unable to protect the child
d. if the child has been, or is likely to be, physically harmed because of neglect by the child's parent
e. if the child is emotionally harmed by i) the parent's conduct, or ii) living in a situation where there is domestic violence by or towards a person with whom the child resides
f. if the child is deprived of necessary health care
g. if the child's development is likely to be seriously impaired by a treatable condition and the child's parent refuses to provide or consent to treatment
h. if the child's parent is unable or unwilling to care for the child and has not made adequate provision for the child's care
i. if the child is or has been absent from home in circumstances that endanger the child's safety or well-being
j. if the child's parent is dead and adequate provision has not been made for the child's care
k. if the child has been abandoned and adequate provision has not been made for the child's care
l. if the child is in the care of a director or another person by agreement and the child's parent is unwilling or unable to resume care when the agreement is no longer in force.

(1.1) For the purpose of subsection (1) (b) and (c) but without limiting the meaning of "sexually abused" or "sexually exploited", a child has been or is likely to be sexually abused or sexually exploited if the child has been, or is likely to be,
   a. encouraged or helped to engage in prostitution, or
   b. coerced or inveigled into engaging in prostitution.

(2) For the purpose of subsection (1) (e), a child is emotionally harmed if the child demonstrates severe
   a. anxiety,
   b. depression,
   c. withdrawal, or
   d. self-destructive or aggressive behaviour.

Criminal Code of Canada
The Criminal Code provides the justice system with the legal authority to enforce criminal law as it applies to the abuse and neglect of children. It establishes criminal offences, procedures for investigation, and prosecution and sanctions for offenders. The Criminal Code is available online at

http://laws.justice.gc.ca/en/C46/

Appendix B – Glossary/Definitions

A number of the terms used in this policy have specific meanings in the context of the British Columbia child welfare system. These are defined below to help ensure clarity and support a collaborative response to suspected child abuse and neglect.

Appointed School Official: the school principal; the second ASO is appointed by the principal as a backup
Aboriginal: includes the Indian, Inuit and Métis peoples Caregiver: a person who is legally responsible for a child's day-to-day care, for example, a foster parent Child: anyone under the age of 19 in British Columbia (see Child, Family and Community Service Act (CFCSA)
Child welfare worker: a person delegated under the CFCSA to provide child welfare services, including responses to suspected child abuse and neglect
Delegated Aboriginal Child and Family Services Agency: an organization that provides culturally-appropriate services to aboriginal children and families, and whose child welfare workers have delegated authority under CFCSA to provide child welfare services, including responses to suspected child abuse and neglect
Director: a person designated by the Minister of Children and Family Development under the CFCSA. The Director may delegate any or all of his/her powers, duties and responsibilities under the Act.
Emotional Abuse: the most difficult type of abuse to define and recognize. It may include ignoring or habitually humiliating the child or withholding life-sustaining nurturing. It involves acts or omissions likely to have serious negative emotional impacts. Emotional abuse may occur separately from or with other forms of abuse and neglect. It includes the emotional harm caused by witnessing domestic violence.
Emotional harm: when emotional abuse is chronic and persistent, it can result in emotional harm to the child. Under the CFCSA a child is defined as emotionally harmed if they demonstrate severe

- anxiety
- depression
- withdrawal
- self-destructive or aggressive behaviour

Neglect: is failure to provide for a child's basic needs. It involves an act of omission by the parent or guardian, resulting in (or likely to result in) harm to the child. Neglect may include failure to provide food, shelter, basic health care, supervision or protection from risks, to the extent that the child's physical health, development or safety is, or is likely to be, harmed.
Parent or Guardian: the mother or father of a child; a person to whom custody of the child has been granted by a court order or agreement; a person with whom the child resides and who stands in place of the child's mother or father.
Physical Abuse: is a deliberate physical assault or action by a person that results in, or is likely to result in, physical harm to a child. It includes the use of unreasonable force to discipline a child or prevent a child from harming himself/herself or others.
Service provider: employees and volunteers of the CISPG Schools
Sexual Abuse: is when a child is used (or likely to be used) for the sexual gratification of another person.
Sexual Exploitation: is a form of sexual abuse that occurs when a child engages in a sexual activity, usually through manipulation or coercion, in exchange for money, drugs, food, shelter or other considerations.

References

- Child, Family and Community Service Act BC
- BC Handbook for Action on Child Abuse and Neglect;
- (Ministry of Children and Family Development BC)
- Responding to Child Welfare Concerns
- (Ministry of Children and Family Development BC)
- Supporting our Students: A Guide for Independent School Personnel
- Responding to Child Abuse (Office of the Inspector of Independent Schools BC)
- Student Records: Requirements and Best Practice Guidelines for Independent Schools (Office of the Inspector of Independent Schools BC)
- Personal Information Protection Act (PIPA)
- Youth Criminal Justice Act
- Abuse Sample Policy/FISA BC

RESPONDING TO STUDENT ABUSE/NEGLECT

CONFIDENTIAL

PLEASE PRINT AND PROVIDE DETAILS

School Name: _____

School Address: _____

1. Student Information:

   Name: _____

   Date of Birth (d/m/y): _____ Age _____

   Student's current home address: _____

   _____

   Male: _____ Female: _____ Grade: _____

   Classroom or Homeroom Teacher: _____

   Name and address of person(s) who has legal custody of the child at the time of this report:

   _____

   Phone Number: _____

   Special Needs, if any, including any barriers to communication: _____

   _____

   Sibling names, ages, and schools, if known: _____

   _____

2. Person Making the Initial Report:

   Name: _____

   Relationship to Student: _____

   Telephone Numbers: (home) _____ (work) _____

3. Person to Whom the Initial Report was made:

   Name: _____
   Position: _____
   Phone Number: _____
   Office Address: _____
   _____

4. Attach all of the student's writing, drawing, or artwork that supports this report. Sign and date them.

5. Information from the student's disclosure or your reasons to believe the student has been or is likely to be abused (conversation, events, observations or circumstances):

   _____

   _____

   _____

6. Document any information the Child Protection Social Worker (CPSW) shared with you:

   _____

   _____

   _____

7. Your signature: _____

8. Date (m/d/y): _____ Time: _____

- Secure the original copy of the report for yourself (including supporting notes and documents) in a secure and confidential place. Do not share this confidential information with anyone other than the Child Protection Social Worker (CPSW), the Police or as required by law.
- Mail a copy of the report including supporting notes and documents to the Ministry of Children and Families if requested to do so.

NOTE: Record only facts and observations

Additional documentation may be attached in necessary.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy	**572**
Approved Date:	**Committee Mtg. Jan 24/2001**
Revised Date:	**Working Policy June 11, 2001**
Page:	1 of 1

AUXILIARY SERVICES: HEALTH SERVICES

Policy 572

Principals shall ensure that students in their schools have access to health services provided by the local health authorities or any other health service approved by the Superintendent of Schools.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy	**573**
Approved Date:	**January 15, 2007**
Revised Date:	**November 5, 2007** September 28, 2011
Page:	1 of 1

STUDENT PERSONNEL – SPECIAL EDUCATION

Policy 573

The Catholic Schools of the Diocese of Prince George are committed to the education of the whole child in the spiritual, emotional/social, intellectual, artistic/aesthetic and physical realms. It is, therefore, the long-term goal of each Catholic school community to implement a program and curriculum enabling it to accept and meet the needs of all Catholic students in their community. Consistent with this goal is an effort to make our facilities more accessible for students with special needs.

The CIS Board of Directors promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education.

Rationale

Special education programs and services enable students with special needs to have equitable access to learning and opportunities to pursue and achieve the goals of their education.

Our commitment is rooted in the fact that we are all God's children.

Reference: Regulation 573

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Regulation:	**573**
Approved Date:	**January 15, 2007**
Revised Date:	**November 5, 2007** September 28, 2011
Page:	1 of 1

STUDENT PERSONNEL – SPECIAL EDUCATION

Regulations

Adhering to:

- Special Needs Students Order M150/89 (defines students with special needs, describes the obligation of school boards to consult with parents in the placement of students with special needs and describes policy regarding integration).

- Individual Education Plan Order M638/95 (sets out the requirements for school boards to design and implement individual education plans for students with special needs).

- Student Progress Report Order M191/94 (describes reporting requirements for students who have special needs).

- Support Services for Schools Order M282/89

  and consistent with “Special Education Services: A Manual of Policies, Procedures and Guidelines” – Minister of Education, Special Education Branch, each Catholic school community is to implement a program and curriculum enabling it to accept and meet the needs of all Catholic students in their community.

	EDUCATION POLICY MANUAL
Category:	**STUDENTS**
Policy:	**574**
Approved Date	**November 18, 2014**
Page:	**1 of 6**

GENDER EXPRESSION AND GENDER DYSPHORIA

Policy 574

Objective

The Catholic Independent Schools of the Diocese of Prince George (CISPG) strives to provide learning environments that are safe, welcoming, inclusive and affirming of the uniqueness of every student. The aim of a Catholic school is to promote the spiritual, physical and intellectual development of students in a loving learning environment.

To ensure that all members of Catholic school communities work together in an atmosphere of safety and respect for the dignity of all students, the CISPG has adopted policies for the safety, health and educational needs of all students, including those with gender dysphoria[1].

Catholic Teaching

The Catholic Church teaches care and compassion for every person, regardless of age, race, sex or sexual orientation. Everyone is to be treated with dignity and respect.

The Church's belief in the dignity of the person teaches us to address the true human needs of our students to be free from hatred, to be loved, to be supported by the Catholic school community in living the Gospel. Respect for the human person proceeds by way of respect for the principle that "everyone should look upon their neighbor (without any exception) as 'another self,' above all bearing in mind their life and the means necessary for living it with dignity".[1]

The Catholic faith, informed by biblical theology, teaches that the body and soul of the human being are so united that one's sexual identity is rooted in one's biological identity as male or female.[2] Thus, in Catholic teaching, one's sexual identity is considered "a reality deeply inscribed in man and woman."[3] This means that the Catholic Church teaches that gender is given by God and that the body reveals the divine plan. As such, humans are not free to choose or change their sexual identity.

In the Catholic Faith, a person's biological sexual identity and his/her gender identity are treated as one and the same. For the purposes of this policy, the CISPG has chosen to use the term "gender identity".

[1] Gender Dysphoria is defined in the DSM-5 as the "distress that may accompany the incongruence between one's experienced or expressed gender and one's assigned gender". The diagnostic criteria for gender dysphoria in children are set out in the DSM-5, page 452, which criteria is "marked incongruence between one's experienced/expressed gender and assigned gender, of at least 6 months' duration … associated with clinically significant distress or impairment in social, school, or other important areas of function.

[2] cf Catechism of the Catholic Church, nos. 364, 365, 2332, 2333, 2393.

[3] Congregation for the Doctrine of the Faith, Letter to the Bishops of the Catholic Church on the Collaboration of Men and Women in the Church and in the World (2004), no. 8. cf Catechism of the Catholic Church no. 2393 "By creating the human being man and woman, God gives personal dignity equally to the one and the other. Each of them, man and woman, should acknowledge and accept his [and her] sexual identity."

Specific Policies

The CISPG has developed these policies to ensure compliance with provincial legislation, as well as with fundamental rights and freedoms, including those set out in the BC *Human Rights Code* and the Canadian *Charter of Rights and Freedoms*.

Specifically, this Policy has been developed to:

a. Support and affirm the dignity of all students in every aspect of school life;
b. Improve the understanding of the lives of all students and find ways to increase respect for the dignity of each other in ways appropriate to the Catholic school setting;
c. Provide training consistent with the Catholic faith for all teachers and other staff with respect to gender dysphoria and gender expression[4]; and
d. Provide resources in addition to the Human Growth and Development resources, consistent with Catholic teaching, to support students who experience gender dysphoria or who wish to express their gender identity other than in conformity with prevailing gender norms.

Administrative Strategies

Schools must provide opportunities for staff to increase their knowledge and skills in promoting respect for human rights, respecting diversity, and understanding issues of gender dysphoria and gender expression in relation to the Catholic faith and the surrounding society and addressing discrimination in schools.

The CISPG will adopt concrete initiatives for educating students, staff and parents regarding gender dysphoria and gender expression. Such initiatives will be developed in consultation with individuals qualified in the areas of counseling pastoral support and Catholic theology for students on topics of gender expression and/or gender dysphoria. Examples of such initiatives may be inclusion in the religious and health curriculum. All initiatives must be consistent with the teachings of the Catholic Church and, to that end, any materials should be pre-approved by the Bishop.

With respect to any issues concerning bullying, staff should refer to the student Code of Conduct and the provincial Catholic Anti-Bullying policies: www.cispg.ca/bullyfreeschool

Gender Non-conforming Behaviours vs. Gender Transitioning

When considering appropriate administrative strategies for accommodating gender expression and gender dysphoria in students, it is important to distinguish between “gender transitioning” and “gender non-conforming behaviours”.

“Gender transitioning” is the process of changing the presentation of one’s gender to accord with the internal sense of one's gender identity.

The Catholic school has a responsibility for the spiritual development of its students. Gender transitioning is contrary to Catholic teaching, and therefore the Catholic school cannot support any transitioning actions.[5]

By contrast, “gender non-conforming behaviour” is a form of gender expression that refers to behaviours outside of typical gender stereotypes or “norms”. The CISPG recognizes that what constitutes “gender nonconforming behaviour” depends to a great extent on the social and cultural context. Similarly, the extent of conformity of one’s behaviours with one’s sex is not absolute and often changes according to the age of the child. A student can engage in a variety of gender nonconforming behaviours without definitively altering his or her gender to that of the opposite sex.

[4] For the purposes of this Policy, the term “gender expression” is defined as the manner in which one expresses their gender, which may be conforming or non-conforming with prevailing gender stereotypes. Gender expression specifically does not include any form of gender transitioning.

[5] cf Catechism of the Catholic Church 2333, 2393,Charter for Health Care Workers, n. 66, footnote 144

Accommodations for elementary students

Requests for accommodations

Where a request for accommodation is received on the basis of gender dysphoria or gender expression, the administrative staff should respond in a prompt and supportive manner, and in accordance with the principles outlined in this policy.

A parent/guardian who wishes to submit a request for accommodation on behalf of a student on the basis of gender dysphoria or gender expression should use the "Request for Accommodation" form attached to this Policy.

Gender identity issues are complex, delicate and highly personal. Students with gender dysphoria, or whose gender expression does not conform with prevailing stereotypes, are often in a vulnerable psychological and spiritual condition. Parents/guardians of such students are understandably concerned about the psychological and physical well-being of their child while at school. Similarly, siblings may be in need of additional support or counseling.

Any educator approached with a request for accommodation should respond with sensitivity and compassion. The principal and superintendent should be notified. Steps should be taken, where appropriate, to ensure that counseling and support is made available to the student and their family (including siblings).

Where requests are made for any additional accommodations beyond those listed below, such requests should be promptly forwarded to the Superintendent, who may facilitate a Case Management Process.

The Case Management Process will involve a collaborative team of educator(s), medical professional(s), pastor, the family and the student (as appropriate), who will develop a Case Management Plan for accommodations. The Case Management Plan has the goal of providing a unique set of accommodations based on the particular student's situation. Such accommodations may include a change in common name, use of an alternate change room, uniform adaptations, classroom adaptations, alternate delivery of the Catholic sex education curriculum, sports team participation, field trip accommodations, and change of pronouns.

The Case Management Team shall be guided by the best interests of the child.

The Case Management Plan should indicate a clear sense of anticipated actions and adopted strategies for accommodation, as well as short- term and long-term timelines for review, evaluation and modification.

Privacy Protections

At all times, the privacy rights of the student involved are paramount. Any information that must be disclosed for the purposes of accommodations outlined in this policy must only be disclosed to staff on a need-to-know basis and in accordance with any other legal obligations.[6]

Where requests are made for accommodations which influence the privacy rights of other students, such requests will be considered on a case by case basis and may require the involvement of a Case Management Process.

The Superintendent or his/her appointee will be responsible for notifying any affected staff, students and/or parents/guardians in responding to the request for accommodation. The Superintendent is responsible for advising the parents/guardians of a student making the request for accommodation of the school's duty to notify other parents/guardians, students, staff and administration, and will consult with the parents/guardians of that student prior to advising any other parents/guardians, students, or staff.

In the event that the parents/guardians or the student making the request for accommodation do not wish for the appropriate parents/guardians, staff or students to be notified, the request for those additional accommodations may not be accepted.

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[6] see e.g. the *Independent School Act* and s.9 of the *Independent School Regulation,* B.C. Reg. 262/89, for the rules on disclosure of a student's record. See also the *Personal Information and Protection of Privacy Act*.

Where the parents/guardians of the student making the request for accommodation agree to disclosure of certain information for the purposes of facilitating the requested additional accommodations, the parents/guardians, staff and student affected by the request should be notified in a manner that respects the dignity of the student involved.

Specific Accommodations

The following accommodations are available to all students, and except where expressly stated therein, are not limited to those who submit a formal written request for accommodation on the basis of gender dysphoria or gender expression.

1) Privacy and Confidentiality

Students have the right to discuss their gender expression and/or experience of gender dysphoria openly.

Administration or school personnel should not disclose information that may reveal that a student is gender dysphoric to other parents/guardians, students or staff, unless legally required to do so, or unless the parents/guardians of the student have expressly authorized such disclosure

Where a student approaches a teacher or administrator of the school directly to discuss their experience of gender dysphoria and/or gender expression, and where the teacher or administrator suspects that the student has not revealed their experience of gender dysphoria and/or gender expression to his or her parents/guardians, the school shall keep such information strictly confidential. The school shall not disclose any information obtained from a student except where otherwise required by law.

2) Common Names

Upon receipt of a written request by a student's parents/guardians for a change in preferred or common name in the attached form, a student shall have the right to be addressed by their preferred common name.

A court-ordered name change is not required, and the student does not need to change his or her official records for this right to be extended to them.

3) Official Records and Communication

The CISPG is required to maintain a mandatory Student Record that includes a student's legal name and the sex of a student. However, the CISPG is not required to use a student's legal name (as registered under the Vital Statistics Act), sex, and gender on school report cards and letters sent home.

Upon receipt of a written request by a student's parents/guardians in the attached form, the CISPG will change a student's official record to reflect a change in legal and/or preferred name. In the case of a legal name change, the CISPG will require supporting legal documentation to confirm that the name has been officially changed under the *Name Act*, R.S.B.C. 1996, ch. 328.

In situations where staff or administrators are required by law to use or to report a student's legal name, sex or gender, such as for purposes of standardized testing or attendance records, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

In general, all school forms and databases should be updated to ensure that a student's preferred or chosen name can be accurately recorded on class lists, timetables, student files, identification cards, etc.

4) Transferring a Student to another School

Whenever possible, administrators should aim to keep students who engage in gender non-conforming behaviours or who experience gender dysphoria at their original school site. School transfers should not be an administrator's first response to harassment and should only be considered when necessary for the protection or personal welfare

of the transferred student, or when requested by the student or the student's parents/guardians. The student or the student's parents/guardians must consent to any such transfer. The problem is often not the student, but a lack of knowledge and understanding of gender dysphoria and gender expression by students or staff, and ensuing harassment that must be addressed at the school level.

5) Washroom Accessibility

Schools shall provide access to a private washroom for use by any student who desires increased privacy.

6) Change Room Accessibility

Schools will make available a private changing area for the use of any student who is uncomfortable using the common changing facility, whether such discomfort is related to gender dysphoria, gender expression, or another reason.

Upon receipt of a written request by a student's parents/guardians in the attached form, a student will be provided with the available accommodation that best meets the needs and privacy concerns of all students involved.

Based on availability and appropriateness to address privacy concerns, such accommodations could include, but are not limited to, a separate changing schedule (either utilizing the change room before or after the other students); or use of a nearby private area (i.e., a nearby restroom, a nurse's office).

7) Dress Codes

Upon receipt of a written request by a student's parents/guardians in the attached form, a school shall provide an alternative uniform for that student, in designated school colours. The alternative uniform shall be determined in collaboration with the student's parents and the school administration.

8) Physical Education Class and Intramurals

All students should be able to participate in physical education classes and team sports in a safe, inclusive, affirming, and respectful environment.

Physical education activities and intramurals shall not be segregated by sex, unless there are safety concerns.

With respect to participation in competitive athletic activities, the school will require a written request by a student's parents/guardians in the attached form.

Competitive athletic activities will be resolved on a case-by-case basis, and in line with league policies, as well as and in a manner that involves the parents/guardians and student (as appropriate) who have made a request for accommodation based on gender dysphoria or gender expression.

9) Overnight Field trips

Upon receipt of a written request by a student's parents/guardians in the attached form, staff shall make reasonable efforts to provide an accommodation that can best address any privacy concerns of the student.

10) Resolving Conflict

If a dispute arises with regard to a request for accommodation, the dispute shall be resolved in a manner that involves the parents/guardians and student (as appropriate) in the decision-making process.

The principles of ensuring for reasonable accommodation, maximizing inclusiveness, and addressing the best interests of the student, including the spiritual development of the student, shall be the guiding framework used to assist in the collaborative decision-making process.

Where the parents/guardians are not satisfied with a decision by the school with respect to a request for accommodation and wish to appeal the decision, the parents/guardians shall notify the Superintendent's Office of their request for an appeal. The Superintendent's office shall organize a sub-committee, consisting of, at minimum, a lay-person, a pastor and a professional educator, to investigate the concerns and determine how to best resolve the conflict.

Where the parents/guardians are not satisfied with the determination of the sub-committee and wish to make a further appeal of that determination, the parents/guardians shall contact the Independent Schools Ombudsperson.

Schedule A – Form

Request for Accommodation Re: Policy 574

I, _____(insert parent/guardian's name), parent/guardian of _____(insert student's name), wish to make a formal request for accommodation on the basis of gender dysphoria or gender expression.

I request that my child be given the following accommodations:

1) Change of common name from _____ to _____.

2) Change of legal name from _____ to _____ (please provide supporting legal documentation).

3) Change room accessibility – please specify request:

   _____

   _____

4) Dress code – please specify request:

   _____

   _____

5) Participation in sports – please specify request and indicate whether request is being submitted with respect to physical education classes, or competitive or intramural athletics:

   _____

   _____

6) Field trip accommodation – please specify request:

   _____

   _____

7) Additional accommodations – please specify request:

   _____

   _____

   _____

   _____

	EDUCATION POLICY MANUAL
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STUDENT PERSONNEL – ANAPHYLAXIS

Policy 575

It is the policy of Catholic Independent Schools Diocese of Prince George to create allergen-aware environments in our schools. These Regulations and Procedures will comply with Ministerial Order 232/07 (M232/07).

Reason for Policy

A number of students are coming to our school system with anaphylaxis. When exposed to an allergen to which they have sensitivity, these students will have a severe and potentially life threatening allergic reaction.

Reference: Regulation 575

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STUDENT PERSONNEL – ANAPHYLAXIS

Regulation

"anaphylactic student" means a student with an anaphylactic allergy;

"anaphylaxis" means a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures be taken, and "anaphylactic" has a corresponding meaning;

"Anaphylactic Framework" means the current policy entitled "Anaphylactic and Child Safety Framework" approved by the Minister and issued by the Ministry of Education.

The anaphylaxis regulations established and maintained by CISPG includes the following:

(a) a process for identifying anaphylactic students;
(b) a process for keeping a record with information relating to the specific allergies for each identified anaphylactic student to form part of the student's Permanent Student Record;
(c) a process for establishing an emergency procedure plan, to be reviewed annually, for each identified anaphylactic student to form part of the student's record;
(d) an education plan for anaphylactic students and their parents to encourage the use by anaphylactic students of Medic-Alert identification;
(e) procedures for storage and the administration of medications:
    i) procedures for obtaining preauthorization for employees to administer medication to an anaphylactic student, and
    ii) procedures for permitting employees to administer medication to an anaphylactic student in an emergency where there is no preauthorization;
(f) a process for principals to monitor and report information about anaphylactic incidents to the office of the Superintendent;

School staffs should discuss and decide on any appropriate and reasonable food restrictions for school-related activities, lunch at school, field trips, parties and fund-raisers. While many parents ask the principal and staff to "ban" certain foods and food products from the school, such a request *cannot be reliably implemented*. No matter how committed the staff and how cooperative the parent community, foods containing the allergen may eventually enter the school. The student would have a false sense of security, and would be placed at increased risk. A better approach is to regularly educate the parent community and solicit the cooperation of families, and set in place procedures that are designed to safeguard the anaphylactic student to an allergen-aware school. However, an **allergen-aware environment is always the best practice.**

Management of Allergies

1. Identification of Children at Risk

- It is the responsibility of the anaphylactic/potentially anaphylactic child's parents to inform the school principal of their child's allergy. Parents must fill in an Allergy Protocol form.
- All staff members must be made aware of these children and their allergies.
- A photograph and a description of each child's allergy should be kept discreetly in the child's classroom and in the staffroom.

2. Availability and Location of EpiPens

- Anaphylactic or potentially anaphylactic children should have at least one EpiPen kept at the school office.
- It cannot be presumed that children/adults will self-administer their auto-injector. (The individual might not be able to self-administer while having a reaction.)
- Posters describing the signs and symptoms of anaphylaxis and the use of the EpiPen should be posted in relevant classrooms, the medical room, and in the staff room.
- Children who are no longer allergic or no longer require an EpiPen must present a letter of explanation from their health care provider.
- It is recommended that students with allergies bring their own EpiPens on field trips. The EpiPen should be given to the teacher or supervisor for safekeeping, or the EpiPen may be kept with the child in their EpiPen carrying case.

3. Treatment Protocol

- An individual treatment protocol needs to be established by the child's health care provider. The school cannot assume responsibility for treatment in the absence of such a protocol.
- If a child reports, or an adult suspects an allergic reaction is developing, the following protocol will be followed:
    a) Bring the child to the office or in a severe case, send another individual to the office to get help.
    b) The child's Allergy Protocol form is reviewed from the Allergy/Alert file at the office and the protocol, as prescribed by the health care provider, is followed.
    c) In the event of an emergency, call 911. In the situation where an ambulance is not available, the child may be transported to hospital by a private vehicle. It is recommended that another individual accompany the driver to provide assistance.
    d) Contact the child's parents.

1. Training

- Each year there should be awareness sessions and training for all staff, which includes a demonstration on the use of the EpiPen.

- Substitute teachers will be advised to review the Anaphylaxis Alert posters for children in their class and to review emergency protocol with the designated staff member for their grade level.

2. Allergen Awareness/Allergen Avoidance

The question of banning anything in schools is controversial. We live in a world that is contaminated with potential allergens. Anaphylactic children must learn to avoid specific triggers.

While the key responsibility lies with the anaphylactic individual and his/her family, in the case of a young anaphylactic child, the school community must also be aware.

In our schools the significant allergies are to a variety of allergens. There are allergies to foods and insect/wasp stings as well. **The School will appeal to the community to keep food allergens, especially peanut/nut products out of the school.**

In the classrooms of anaphylactic children, special care is taken to avoid allergens. Parents must consult with the teacher before supplying food or craft materials to these classrooms. In short, the risk of accidental exposure to a food allergen can be significantly diminished although it can never be completely removed.

Given that anaphylaxis can be triggered by minute amounts of allergen food, anaphylactic children must be encouraged to follow certain guidelines:

- To eat only food which they have brought from home unless it is packaged, clearly labeled and approved by their parents.
- Wash hands before eating.
- Not to share food, utensils or containers.
- Place food on a napkin or wax paper rather than in direct contact with a desk or table.

CATHOLIC INDEPENDENT SCHOOLS
DIOCESE OF PRINCE GEORGE

ALLERGY PROTOCOL FORM

Dear Parents/Guardian,

Please complete the following form describing what procedure to follow when responding to an allergic reaction for your child. Use concise, clear directions and point form whenever possible. Thank you.

Student's Name: _____

Allergy/Allergies _____

Signs and symptoms: _____

Protocol:

Step 1:

Step 2:

Step 3:

Step 4:

Date: _____

Parent/Guardian signature: _____

For severe allergies that are life threatening please get your child's Doctor/Health Care Provider's signature: _____

EMERGENCY ALLERGY ALERT FORM
EPI-PEN ® ONLY

NAME _____

ADDRESS

_____

_____

HOME PHONE _____

EMERGENCY PHONE _____

PARENT/GUARDIAN WORK PHONE _____

PARENT/GUARDIAN WORK PHONE _____

TEACHER _____

CLASS _____ **ROOM #** _____

CARE CARD # _____

PHYSICIAN _____

PHYSICIAN'S TELEPHONE _____

Picture
of
Student

ALLERGY-DESCRIPTION: This child has a **DANGEROUS**, life threatening allergy to the following items and to all foods containing them in any form in any amount;

_____

AVOIDANCE: The key to preventing an emergency is **ABSOLUTE AVOIDANCE** of these foods at all times. **WITHOUT AN EPI-PEN® THIS CHILD MUST NOT BE ALLOWED TO EAT ANYTHING.**

EATING RULES: *(List eating rules for child, if any, in this space)*

POSSIBLE SYMPTOMS:

- □ Flushed face, hives, swelling or itchy lips, tongue, eyes
- □ Difficulty breathing or swallowing, wheezing, coughing, choking
- □ Dizziness, unsteadiness, sudden fatigue, rapid heartbeat
- □ Other _____
- □ Tightness in throat, mouth, chest
- □ Vomiting, nausea, diarrhea, stomach pains
- □ Loss of consciousness

ACTION – EMERGENCY PLAN: At any sign of difficulty (e.g. hives, swelling, difficulty breathing):

- □ Use **EPI-PEN®** immediately
- □ Even if symptoms subside entirely, this child **must** be taken to a hospital immediately.

EPI-PENS® are kept in _____ *Classroom/lunchroom/staff room/office/with student*

_____
Parent/Guardian Signature

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Best Practices

A best practice is the “utopia” of an idea. When setting up a school to be **allergen aware,** these are some “best practices”:

- identify students with allergen, upon registration/new diagnosis
- send home appropriate forms
- create a questionnaire asking pertinent questions regarding allergy
- have meeting with all parents of anaphylactic children
- in-service all staff about protocol, use of Epi-Pen® and your school emergency procedures
- exchange information about school procedures, and what parental expectations are
- put up **allergy alert** signs at all entrances as well as doors of classrooms of the anaphylactic children
- send home letters to the whole school population, notifying parents that specific allergens are discouraged from entering the school
- follow up with a letter or a telephone call to the parents of a child that has brought an allergen into the school. (This should be performed by teacher or principal.)
- if a child brings an allergen in their lunch or snack, you should have that child eat in an area that is not normally used by the general student population. (An office or a conference room has been the general practice for most schools.)
- medication should be stored in a location that is easily accessible and **NEVER LOCKED.**

School Guide
Anaphylaxis Protocol

Anaphylaxis is life threatening and can appear suddenly without warning. Working as a team of parents and school staff, anaphylaxis can be a manageable condition. The anaphylactic student needs the support of the entire school community to stay safe and to prevent an anaphylactic reaction.

Here are some suggestions to make the school safer for students with anaphylaxis:

- ***No Epi-Pen® No Food***
- Annual in-service about anaphylaxis and practice with an EpiPen® trainer.
- Establish classroom rules: ***No Sharing Food.***
- Discourage allergic foods in the classroom.
- Send a letter to the entire school community that the allergic food not be sent to the school as a snack or lunch.
- Inform the student's parents well in advance of special events involving food.
- Establish a procedure for informing substitute teachers and support staff.
- ***Listen to and believe the student. He or she may be having a reaction before you see it*.**
- Reassure the student that you are aware of his/her needs and that you know how to keep him/her safe.
- Train the student to self advocate regarding their allergy. E.g., how to approach an adult.
- Ensure that Epi-Pen® is kept with the student or the supervising teacher knows the location of the Epi-Pen®.
- Be aware that there are cases of anaphylactic students being threatened with the allergen by bullies. School staff shall deal with such a situation as a serious incident.
- Do not hesitate to contact the student's parents, or other sources for further help and information.

The following sample letter is to be printed on School letterhead and sent home to parents/guardians at the beginning of each School year.

September Anaphylaxis Letter

S a m p l e O n l y

As we begin a new school year we would like to inform you that _____ Elementary School is an **allergen aware** school. There are children in attendance who suffer from **severe and life threatening** allergies to certain foods, such as peanut and nut products. Exposure to the smallest quantities can cause severe life threatening reactions. Anaphylaxis is a severe and life threatening allergic reaction. The most common allergen triggers are food, insect stings, medications, exercise and latex. An anaphylactic reaction involves symptoms from two or more body systems.

We at _____ School would appreciate the co-operation of the entire school community in **NOT** sending any lunches or snacks that contain peanuts or nuts, which could potentially harm a child. Please make sure that all of your children's caregivers are aware of the food restrictions. Please avoid sending food for birthdays or special occasions. There are many alternatives such as stickers and pencils.

If you have any questions please talk to you child's teacher or the school staff.

We look forward to your co-operation in making this a safe year for all our students.

Sample School Newsletter Insert

We would like to inform you that there are children in our school, with severe life threatening allergies to (name allergen). This is a medical condition (anaphylaxis) that causes a ***severe reaction*** to specific foods and can result in death within minutes. As this affects the entire school community, we are requesting that you ***not*** send foods with you child to school that contain the allergen, _____.

If you have any questions, please contact your child's teacher or the school staff.

Thank you for your understanding and cooperation.

Checklist for Parents of an Anaphylactic Student

- □ arrange meeting with principal to exchange information
- □ notify school personnel of your child's allergens in order of severities
- □ provide the school with a recent photograph of your child
- □ complete *The Request and Consent Form for the Administration of Injection of Medication in an Emergency* Form
- □ provide the school with required number of Epi-Pens® and make sure they are not expired
- □ consider a Medic Alert ® bracelet for your child
- □ educate yourself about foods that can cause anaphylactic reactions
- □ stress with your child and the school staff that only foods from home are to be eaten
- □ keep up-to-date about education and new information in this field
- □ research field trip sites for allergen risks
- □ accompany your child on field trip if possible
- □ inform school bus driver about your child's medical needs
- □ verify all posted information about your child
- □ inform school staff of any allergic reactions that occur outside of school hours

CATHOLIC INDEPENDENT SCHOOLS DIOCESE OF PRINCE GEORGE

_____ SCHOOL

REQUEST AND CONSENT FOR THE ADMINISTRATION OF INJECTION OF MEDICATION IN AN EMERGENCY

STUDENT NAME _____ STUDENT NO _____
SURNAME FIRST NAME

BIRTHDATE _____ GRADE/PLACEMENT _____
Y-M-D

THE PARENT(S)/GUARDIAN REQUEST AND CONSENT FOR THE ADMINISTRATION OF AN INJECTION OF MEDICATION IN AN EMERGENCY IN THE SCHOOL.

_____ _____
PARENT/GUARDIAN NAME PARENT/GUARDIAN NAME

Home Telephone: _____ Home Phone: _____

Work Phone: _____ Work Phone: _____

I/We request that the _____ School provide for the administration of an emergency injection of medication for my/our son/daughter in the event that the following should happen:

I/We understand that:

a) a medical doctor must consent to this request in accordance with Section 2 of this form;

b) only a limited supply of the medication may be kept at the school as prescribed by the doctor;

c) the medication must be brought to the school in a closed container and the label must detail the name of the student, the type/name of the medication, and the size of the dosage.

d) if the medication is not provided to the school, contact will be made with the parent(s)/guardian or doctor, and will also be made with parent(s)/guardian or doctor under any other exceptional circumstances, e.g. student refuses medication.

e) it is the responsibility of the school to establish fall back positions for the administration of emergency medication.

I/We consent to:

a) the establishment of a service at the school to administer an emergency injection of medication to my/our son/daughter named above in the event of an emergency situation as outlined above;

b) school personnel responsible for the administration of medication in an emergency situation discussing any aspect of the service with a public health nurse where the need arises.

_____ _____ _____
Date: Y-M-D Signature of Parent/Guardian Signature of Parent/Guardian

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STUDENT PERSONNEL – BLOOD BORNE PATHOGENS

Policy 577

It is the policy of Catholic Independent Schools Diocese of Prince George to provide a safe school environment with regards to blood borne pathogens while respecting the rights of medical confidentiality of students and employees.

Reason for Policy

The Catholic Independent Schools Diocese of Prince George (CISPG) recognizes and respects the rights of all students and employees as defined in law and school policies, and recognizes its obligation to promote the safe delivery of educational services.

Definition of Blood Borne Pathogens

Blood borne pathogens – any pathogen that can be transmitted from one person to another through blood (examples would include HIV, hepatitis B and hepatitis C). These pathogens may also be transmitted through other body fluids at times, dependent on the type of body fluid and nature of exposure.

Reference: Regulation 577
Policy and Regulation 578 Standard Precautions

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STUDENT PERSONNEL – BLOOD BORNE PATHOGENS

Regulation

1. As blood-borne pathogens cannot be transmitted in the course of the usual interactions in the school, discriminatory acts against a student infected with blood-borne pathogens are unacceptable.

2. A non-infected student shall not be excluded from school because of a blood-borne pathogen infected family member.

3. As there is not significant safety hazard to others in the school setting from individuals with blood-born pathogen infections, the CISPG supports the right for:

    - illness-challenged employees to continue working if duties of employment are satisfactorily fulfilled;
    - illness-challenged students to pursue activities which their condition allows, including continuing attendance at school.

4. There is no onus or responsibility for a student and their family, or an employee, to disclose to the School Board or Administration that they have a chronic blood-borne pathogen infection.

5. If a student and their family or an employee voluntarily decide to disclose to school staff, that they have a blood-borne pathogen infection, that information will be held confidential and not shared further without the student/family's or employee's written consent.

6. Educational programs will be made available for both employees and students in order to increase awareness and knowledge of blood-borne pathogens. These programs must cover the means of transmission and means of increasing protection from blood-borne pathogens. All students will be informed of the procedures to follow when they encounter blood and/or bodily fluid contact situations. The principal will review annually with staff the safety procedures for dealing with potential blood-borne pathogen exposures.

7. Since blood or body fluids may potentially carry blood-borne pathogen agents, school staff will follow Policy 578 Standard Precautions, in dealing with cleaning and disposing of blood and body fluid contact situations.

8. The definitions and procedures set out in this policy and regulations are subject to current medical knowledge and will be updated as required.

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STUDENT PERSONNEL – STANDARD PRECAUTIONS

Policy 578

The CISPG supports the concept of Standard Precautions as a method to provide simple and basic precautions against the transmission of disease. The CISPG believes in providing a safe school environment by having written Standard Precautions for people to follow.

Standard Precautions are based on the premise that all persons are a potential source of infection. As it is not possible to tell if a person may be infected with a blood-borne disease, or any other communicable disease, it is important to treat blood and body fluids from everyone as potentially infectious. This includes all body fluids (except sweat).

Definition of Standard Precautions

Standard Precautions – prudent practices that are used to prevent the transmission of an infectious disease; practices which are intended to protect persons from infection through contact with blood or body fluids and are based on the premise that all blood and body fluids are a potential source of infection.

Reference: Regulation 578
Policy and Regulation 577 Blood Borne Pathogens

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Guidelines:

To assure a standard of practice within our Diocese, the CISPG directs all persons to follow the Standard Precautions as outlined in the guidelines below.

To provide a safe school environment for students and staff, it is compulsory that all staff use Standard Precautions.

The CISPG will:

a) Maintain current policies, regulations and practices with regard to Standard Precautions.

School administrators and/or supervisors will:

a) Provide training to all staff that are required to handle blood and body fluids with regard to Standard Precautions.

b) Provide supplies and equipment needed to practice Standard Precautions.

c) Ensure that all staff who are required to handle blood and body fluids within their area of responsibility have received orientation in Standard Precaution methods.

CISPG staff members who are required to handle blood and body fluids are expected to:

a) Attend and participate in orientation provided on Standard Precautions.

b) Follow the practices which are outlined herein.

Administrative Procedures

The spread of infection requires three key elements:

- a source of infecting organism
- a susceptible host, and
- a means of transmission for the organism.

The blood borne diseases most commonly transmitted in this matter are Hepatitis B, Hepatitis C and HIV. The viruses for these diseases can be transmitted through blood and through body fluids such as semen and vaginal secretions. Body fluids such as saliva, sweat, tears, urine, vomit or mucous, unless they are contaminated with blood, are not considered infectious. Viruses enter the body through breaks in the skin such as open sores or puncture wounds. They may also enter through the mucous membranes of the mouth, nose and eyes. Because persons who carry the Hepatitis B and Hepatitis C or HIV viruses may not display any symptoms of disease they may not be aware they are infected.

A. Prevention and Control Methods

1. Personal Protective Equipment

   When in contact with blood or body fluids, staff must treat all contact as potentially infectious. Staff members who are required to handle blood and body fluids will be provided with appropriate personal protective equipment. Disposable gloves and barrier masks will be provided to all staff whose duties may involve contact with blood and body fluids. This may include first aid designates, playground supervisors, physical education teachers and teacher assistants. Playground supervisors, physical education teachers during outside classes, and volunteers on field trips must carry in a kit: gloves, wipes, and band aides. Staff will also have access to tongs and "sharps" containers for handling such items as used syringes. Gloves – Disposable latex, vinyl or rubber gloves must be worn when handling blood or body fluids or in situations where contact may occur. The gloves must be disposed of immediately after use and followed by hand washing using liquid soap.

2. Barrier Masks

   It is highly recommended that disposable barrier masks be worn when performing artificial respiration or cardio-pulmonary resuscitation (CPR).

3. Disposal of Needles, Syringes and Condoms

   Any sharp object which might be contaminated with blood or body fluids should not be handled by hand. They should be picked up with a pair of tongs and disposed of in a puncture-proof container.

   Disposing of needles should involve the following steps:
   a) Put gloves on
   b) Pick up needles and syringes with garbage collection tongs
   c) Do not recap, bend or break off used needles
   d) Place in a puncture resistant 'sharps' container
   e) Keep 'sharps' container in a secure location in the school
   f) Dispose of gloves

   Disposal of condoms should involve the following steps:
   a) Put gloves on
   b) Pick up condom and dispose of condoms in a sealed plastic bag
   c) Dispose of gloves
   d) Wash hands

4. Clean-up

The clean-up of any spill involving blood and body fluids should involve the following steps:

a) Wear disposable latex, vinyl or rubber gloves.
b) Clean up spills promptly by using absorbent disposable material or paper towel first, then clean with a bleach solution (1 part bleach to 10 parts water) or approved disinfectant solution.
c) Dispose of the absorbent material and/or paper towels in a sealed plastic bag.
d) Wash non-disposable items (towels or clothing) in hot water and detergent, OR seal student's clothing in a plastic bag and send it home for cleaning.
e) Clean brushes, brooms, mops and other instruments used to clean up body fluids with a bleach solution.
f) Remove and dispose of gloves in a sealed bag and wash hands with liquid soap for 15 seconds and rinse under running water for 5 seconds.

B. Needle Stick Injuries or Contact with Blood/Body Fluids

If an individual has been stuck by a needle or has come in contact with blood/body fluids, the following steps should be followed:

a) Wash wound immediately with soap and warm water
b) Do not squeeze cut/wound
c) Go to Emergency immediately
d) Report to School Administration
e) Complete Incident Report

C. Training

The Diocese wants to prevent infectious disease transmission through education and by ensuring the staff has access to the appropriate personal protective equipment and cleaning supplies.

Newly appointed staff shall receive orientation upon commencement of work. All CISPG staff and any volunteers who are required to handle blood and body fluids working on school Diocesan sites will receive orientation in Standard Precautions.

D. Hand Washing

Hand washing with soap and water should always be done under the following circumstances:

- Before preparing food
- Before meals
- After toileting and diapering
- Before and after providing first aid
- After handling blood or body fluids

The description of these prudent practices applies to the prevention of infectious disease transmission and care must be taken to follow the outlined application of these procedures to ensure the health, safety and security of all persons in the CISPG. This policy should be reviewed every three years, or as necessary.

	EDUCATION POLICY MANUAL
Category:	**EDUCATION PROGRAM**
Policy:	**601**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
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EDUCATION PROGRAM: RELIGIOUS EDUCATION

Policy 601

A program of religious education, approved by the Bishop of Prince George, shall be taught in all schools. The religious education program is a part of the core curriculum in Catholic schools and is compulsory for all students.

Reason for Policy

The achievement of the CISPG mission is strongly supported by the provision of formal religious education instruction and regular religious celebrations within the school.

Reference: Regulation 601

	EDUCATION POLICY MANUAL
Category:	**EDUCATION PROGRAM**
Regulation:	**601**
Approved Date:	**Working Policy Sept 9, 2002**
Revised Date:	
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EDUCATION PROGRAM: RELIGIOUS EDUCATION

Regulations

l. All schools shall follow the program in religious education as set down by the CISPG.

2. It shall be the responsibility of the principal to:

2.1 assist teachers in the teaching of the religious education program and to request additional help for staff as required; and

2.2 encourage in-service activities in religious education within the school.

3. All teachers must be prepared to co-operate in the establishment of a Christian community in the school.

4. Religion shall be taught by Catholic teachers unless at the discretion of the principal and parish priest if it is felt that a non-Catholic teacher is sufficiently knowledgeable of Catholic doctrine to be able to teach children. Before this latter alternative is considered every effort must be made to have Catholic teachers provide the instruction.

5. The religious education program is not simply another subject being offered as part of the school program. The formation of students in an environment of Catholicity is the essence of the school.

	EDUCATION POLICY MANUAL
Category:	**EDUCATION PROGRAM**
Policy:	**602**
Approved Date:	**October 30, 1992**
Revised Date:	
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FAMILY LIFE EDUCATION

Policy 602

The essential values to foster in any family life or child abuse program are concrete, positive faith experiences, freedom with responsibility, concern for the physical and spiritual well-being of others, trust, honesty, reverence for self and others, joyful appreciation of the gifts of life, love and security. Along with these the child must be given an ability to observe, interpret and judge his/her life situations as wholesome or threatening to one's well being. Such skills will enable children to act according to the norms of faith and love.

Policy:

February, 1983 – The Board of Directors for the Catholic Public Schools designated the Benziger Family Life Program for use in our Catholic Schools.

September, 1989 – The Board of Directors for the Catholic Public Schools approved the Revised Benziger Family Life Program for use in our Catholic Schools.

The directives, which accompanied this approval, were that:

a) The teachers be properly prepared to deliver it with great sensitivity and in a real faith perspective and in keeping with church teachings.

b) That parents be instructed as to its use.

October, 1989 – At the Annual General Meeting for the Catholic Public Schools the approval of the Benziger Family Life Program was ratified. Bishop O'Connor further mandated that the Benziger Family Life Program was to be used, in fact was compulsory for every Catholic School in the Prince George Diocese.

Workshops for the formation of teachers in Family Life Education were held in each region of the Diocese. Parent sessions on the family life program were held in each region of the Diocese.

Office of the Bishop
Diocese of Prince George
2935 Highway 16 West, Box 7000
Prince George, B.C., Canada
V2N 3Z2

Phone (604) 964-4424
Fax (604) 964-2101

April 13 1993

Dear Pastor, Principal, School Council Chairperson,

The Benziger Family Life Program was introduced to the Diocese in 1983. Since then a number of directives, guidelines and workshops have been made available to you.

Last Fall it seemed that the time had come to form a Diocesan Policy. During the last several months, Sister Sally McLean, R.S.C.J. and Sister Rose-Marie Goguely, S.S.A. have reviewed all the materials which you have received since 1983. In consultation with the Principals of our schools and in collaboration with the other members of the C.P.S. Board of Directors, they have drawn up a policy for Family Life Education in the Diocese. This Policy was affirmed at the last C.P.S. Board Meeting on March 30, 1993.

I am sending you our Diocesan Policy, its guidelines and a brief outline of its historical development.

I trust that this will provide you with the necessary guidelines to carry out your important ministry of assisting parents in the Catholic Formation of their children.

Sincerely in Christ,

+ Gerry Wiesner, OMI

Bishop Gerald Wiesner O.M.I.
Bishop of Prince George

R
C C
E

Religious Education Communication Centre

Msgr. Lawrence J. Turgeon
Director

Box 7000
2935 Highway 16 West
PRINCE GEORGE, BC V2N 3Z2
Telephone: (604) 964-4424
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FAMILY LIFE EDUCATION

POLICY

The Diocesan Family Life Policy is based on the value and dignity of the human person and the promise of Jesus Christ, "I have come that you may have life, life to the full."[1]

Rooted in the biblical message is the dignity of the human person.
-- We are created in God's image – male and female,[2]
-- We are God's work of art.[3]

We have the capacity to know, to choose and to love and thereby to attain the fullness of life. We are called to do this by living out Jesus' two commands – to love God and to love our neighbour as ourselves.[4] Catholic Educators, thus motivated strive to educate the whole person.

The Church instructs us as to the rights and responsibilities of parents, schools, parishes, ecclesiastical institutions and the Bishop, Pastor of the Diocese in regard to Family Life Education.

Parents who have conferred life on their children have the obligation to educate them and are therefore their first educators. The Tradition of the Church recognizes this unique educational mission.

"The Church, mother of the faithful born of her to the faith in Baptism, has an educative mission entrusted by Christ."[5] Therefore, it is the task of the Catholic school, the parish and other ecclesial institutions to collaborate with and to assist the family in the area of Family Life Education.

Partnership between a Catholic School and the families of its students is especially important when treating the sensitive religious and moral issues found in Family Life Education. Such collaboration will encourage a beneficial exchange of experience between parents and teachers for the good of the pupils.

The Bishop of the Diocese, taking account of school legislation and local circumstances, establishes guidelines for Family Life Education.

Family Life Education is to complement and be integrated with Religious Education or Catechesis. The underlying goal of catechesis is ".. to make faith living, conscious and active through the light of instruction …"[6]. Catechesis has the task of inviting people to discipleship," … to help people to believe that Jesus is the Son of God, so that believing they might have life in His name, and to educate and instruct them in this life and thus build up the Body of Christ"[7].

"Catechesis is called to be the fertile field for the renewal of all the ecclesial community. Therefore, in order to lead the faithful to maturity in faith, it must illustrate the positive values of sexuality, integrating them with those of virginity and marriage, in the light of the mystery of Christ and of the Church. This catechesis should bring into relief that the first vocation of the Christian is to love …"[8]

THE FAMILY LIFE POLICY:

THE C.P.S. BOARD IN COLLABORATION WITH THE OFFICE OF RELIGIOUS EDUCATION HAS DESIGNATED THE BENZIGER FAMILY LIFE PROGRAM AS THE FAMILY LIFE PROGRAM TO BE TAUGHT IN THE CATHOLIC PUBLIC SCHOOLS OF THE PRINCE GEORGE DIOCESE. IT IS THE OBLIGATION OF THE CATHOLIC PUBLIC SCHOOLS AND THE DIRECTOR OF RELIGIOUS EDUCATION TO FORM TEACHERS AND TO PROTECT THE RIGHTS OF PARENTS AS THE FIRST EDUCATORS OF THEIR CHILDREN.

Foot Notes:

1. Jones, Alexander, General Editor; The Jerusalem Bible. Double day and Company, Inc.; Garden City, New York, 1966. John 10:10.
2. Ibid., Gen. 1:27.
3. Ibid., Ep. 2:10
4. Ibid., Matt 22:34 ff
5. Baum, William, Card., Sacred Congregation for Catholic Education; Educational Guidance in Human Love, Rome. Canadian Conference of Catholic Bishops, Ottawa, 1983, P. 53
6. Wright, John Cardinal, Prefect. Sacred Congregation for the Clergy; General Catechetical Directory. United States Catholic Conference, Washington, D.C., 1971, P. 47.
7. Pope John Paul II, Apostolic Exhortation Catechesi Tradenae, Rome.
Canadian Conference of Catholic Bishops, Ottawa, 1979, P.1.
8. Educational Guidance in Human Love P. 56.

Other References Consulted:

1. Abbott, Walter, S.J., General Editor & Gallagher, Joseph, Very Rev. Msgr., Translation Editor; The Documents of Vatican II; "Declaration on Christian Education". The America Press; Western Printing and Lithographing Co., New York. 1966.
2. Baum, William Cardinal; prefect, Sacred Congregation for Catholic Education, The Religious Dimension of Education In A Catholic School, Rome. The Canadian Conference of Catholic Bishops, Ottawa, 1988.

DIRECTIVES FOR IMPLEMENTATION OF THE FAMILY LIFE PROGRAM

A. School Registration Forms have the signatures of parents/guardians indicating that the child will participate in the Religious Education and Family Life Programs. (Materials are to be available for viewing by parents)

B. The Benziger Family Life Program is to be taught in its entirety within our Catholic Schools.

C. The Family Component of the program is to be distributed to the parents.

D. At least one annual, introductory meeting is to be held with parents prior to commencing the program.

E. Parents are to be informed when the teacher is ready to begin teaching each unit of the program.

F. Parents have the right to withdraw their children from those sections of the Family Life Program that they wish to teach at home – especially the section on sexuality.

G. Teachers must be properly prepared to teach the Family Life Program with great sensitivity, from a real faith perspective and in keeping with Church Teachings.

H. The Family Life Program is to be integrated, as much as possible, with the Religious Education Program.

I. Teachers need to have a certain level of maturity and to be comfortable with teaching the program. If the level of comfort or maturity is absent the principal is to select another staff member or outside resource person to teach the program.
Any outside resource person must be governed by the same policy and guidelines as the teachers on staff.

J. Materials used in the teaching of the Family Life Program must be consistent with Church teaching. A number of approved resources are available from the Religious Education Communications Center. The principal is the one to give approval for the use of any additional resources. The principal is to consult the pastor and school council if there is any doubt as to the resources' consistency with Church teaching.

K. The essential values to foster in any family life or child abuse prevention programs are concrete, positive faith experiences; freedom with responsibility; concern for the physical and spiritual well-being of self and others; trust; honesty; reverence for self and others; joyful appreciation of the gifts of life, love and security. Along with these experiences the child must be given an ability to observe, interpret and judge his/her life situations as wholesome or threatening to one's well being. Such skills will enable the child to act according to the norms of faith and love.

L. Upon request formation workshops for teachers and parent sessions will be provided by The Religious Education Communications Center.

HISTORY OF THE DEVELOPMENT OF THE FAMILY LIFE POLICY

February 1983 – The C.P.S. Board of Directors for the Catholic Public Schools designated the Benziger Family Life Program for use in our Catholic Schools – This did not exclude choosing another program in the future.

September 1989 – The Director of Religious Education was designated responsible for the implementation of a Family Life Program.
The C.P.S. Board of Directors for the Catholic Public Schools approved the Revised Benziger Family Life Program for use in our Catholic Schools.

The directives that accompanied this approval were that:

a) The teachers must be properly prepared to deliver it with great sensitivity and in a real faith perspective and in keeping with church teachings.

b) That parents must be instructed as to its use.

October 1989 – At the Annual General Meeting for the Catholic Public Schools the approval of the Benziger Family Life Program was ratified. The Bishop further mandated that the Benziger Family Life Program was to be taught in each of the Catholic Schools of the Prince George Diocese.

1989 – 1992 Workshops for the formation of teachers in Family Life Education were held in each region of the Diocese.
Parent Sessions on the Family Life Program were held in each region of the Diocese.
Regional teams consisting of a priest, parent couple, principal and teacher were established to assist with the initial implementation of the Family Life Program.

January 15, 1993 – The C.P.S. Board of Directors affirmed that The Benziger Family Life Program is the Family Life Program to be taught in the Diocese of Prince George and the parents' rights as the first educators of their children are to be safe guarded.

Family Life Education Policy and Guidelines approved by the Board of Directors of The Catholic Public Schools on March 30, 1993.

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CARE KIT

Policy 603

October 30, 1992

Policy:

1. June 1990 – The Board of Directors for the Catholic Public Schools approved the use of the C.A.R.E. Kit in the Catholic Public Schools. It is the only personal safety program approved for use in the Catholic Public Schools of the Prince George Diocese.

2. The conditions under which teachers may use the kit are:

   a) The teacher has the professional in-service for the C.A.R.E. Kit. (Provided by the Public School System)

   b) The program must be used with the adaptations made for use in our Catholic Schools. (These are available from the Religious Education Centre and from C.P.S.

3. Teachers, upon the recommendations of the principal, prior to using the C.A.R.E. Kit, must receive their approval as designated personal safety program teachers from the Religious Education Center in consultation with C.P.S.

4. Criteria for Teachers:

   Teachers need:

   a) To be mature and comfortable with their own sexuality and at home with teaching a well balanced approach to sexuality.

   b) To be persons of faith who respect each person as created in God's image and who have the ability to foster a reverence for life.

   c) To be persons who foster a respect for the dignity of the individual and who have the ability to encourage children to respect themselves and others.

   d) To be knowledgeable about the teachings of the church in regard to moral and ethical questions.

   e) To have the ability to nurture within the child a capacity to know and to choose right from wrong, knowing the difference between love and abuse, thereby empowering children to protect themselves.

   f) To strive to empower children to trust their feelings of peace, joy, anger and fear and subsequently to say No to abusive situations.

   g) To have the ability to present the information in such a way that children are encouraged to trust those adults who provide life, love and security.

   h) To have true love and understanding of children, to know how children communicate verbally and non-verbally both their joyful and stressful experiences.

i) To have the ability to be sensitive to individual needs of the children, i.e. cultural and racial differences including those who are mentally and physically challenged.

j) To be a person with good communication skills in relating with the child, parents, administration, and other authorities.

5. Parents must be instructed as to the use of the C.A.R.E. Kit. After looking into the C.A.R.E. Kit, which is being taught in the school, those parents wishing to teach it themselves are responsible for providing this information to their children.

6. When the revised C.A.R.E. Kit is implemented, adaptations for use in our schools will be provided.

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Policy:	**606**
Approved Date:	**Committee Mtg Jan 24/2001**
Revised Date:	**Working Policy June 11, 2001**
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EDUCATION PROGRAM: ENGLISH AS A SECOND LANGUAGE

Policy 606

A school may offer instruction in English as a second language through the Learning Assistance Programme.

Reference: Regulation 606

	EDUCATION POLICY MANUAL
Category:	**EDUCATION PROGRAM**
Regulation:	**606**
Approved Date:	**Committee Mtg Jan 24/2001**
Revised Date:	**Working Policy June 11, 2001**
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EDUCATION PROGRAM: ENGLISH AS A SECOND LANGUAGE

Regulations

1. The local school principal will determine the need for E.S.L. instruction.
2. E.S.L. instruction may vary in length and intensity depending on the student needs.
3. Written parental permission is required before a student receives E.S.L. instruction.

	EDUCATION POLICY MANUAL
Category:	**EDUCATION PROGRAM**
Policy:	**612**
Approved Date:	**Committee Mtg Jan 24/2001**
Revised Date:	**Working Policy June 11, 2001** **November 16, 2009**
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EDUCATION PROGRAM: SCHOOL REVIEWS AND EVALUATIONS (INTERNAL)

Policy 612

The CISPG Board of Directors supports the view that schools in the Diocese of Prince George shall be reviewed and evaluated on a regular basis for the purpose of achieving excellence in the education and Catholic formation of its students. Such reviews and evaluations will occur in the year prior to the Independent Schools Branch External Evaluation.

Reference: Regulation 612

	EDUCATION POLICY MANUAL
Category:	**EDUCATION PROGRAM**
Regulation:	**612**
Approved Date:	**Committee Mtg Jan 24/2001**
Revised Date:	**Working Policy June 11, 2001** **November 16, 2009**
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EDUCATION PROGRAM: SCHOOL REVIEWS AND EVALUATIONS (INTERNAL)

Regulations

1. Each school in the diocese shall be reviewed and evaluated once every six (6) years or in the year prior to the schools external evaluation by the Ministry.

2. A six (6) year review and evaluation cycle shall be prepared by the Superintendent of Schools or designate and presented to the CISPG Board of Directors.

3. The review shall include:

    3.1 Catholicity of the School

    and may include all of the following:

    3.2 a review of the principal's role and performance of the administration of the school
    3.3 observation of all programs
    3.4 a staff survey
    3.5 a parent survey
    3.6 a local school council questionnaire
    3.7 an interview with the parish priest;
    3.8 commendations and recommendations for the principal and staff.

4. The Superintendent of Schools will be responsible for identifying and preparing the team members who will make up the review team for each school.

5. A preliminary report shall be presented to the staff at the conclusion of the on-site visitation.

6. Final school reports and recommendations shall be prepared by the Superintendent. The final report shall be provided to the school council, the pastor, and a copy to the CISPG Board of Directors. The council may make the report available to the parents.

7. All recommendations from the report shall be reviewed by the principal and staff and the school shall provide an action plan to be implemented to address the recommendations. This is to be filed within six (6) months of the final report.

Category:	**EDUCATION PROGRAM**
Policy:	**616**
Approved Date:	**Committee Mtg Jan 24/2001**
Revised Date:	**Working Policy June 11, 2001** **January 15, 2010** **May 16, 2017**
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EDUCATION PROGRAM: SELECTION OF LEARNING RESOURCES

Policy 616

Rationale
Effective July 1, 2016, independent school authorities are required to have policies and procedures on how learning resources are chosen for use in schools. The learning resources requirement is authorized under the authority of the Independent School Act, section 4(1)(b).

The Ministry of Education no longer conducts evaluation processes to recommend learning resources, leaving the responsibility to the school authority. This policy sets out the procedures that determine how learning resources are chosen, as well as how concerns or challenges will be addressed by CISPG.

Definition of Learning Resources
Learning Resources are texts, videos, software, online resources, and other instructional materials that teachers use to assist students to meet the requirements for learning defined by the BC Ministry of Education and CISPG.

Learning Resources Policy
Learning resources used in the classroom will be evaluated and approved with due consideration given to curriculum fit, pedagogy, social considerations, age and developmental appropriateness, as well as the vision, mission, and values of CISPG.

Learning Resources Approval Process
CISPG requires teachers to utilize core education media that have been formally evaluated before being used in the classroom.

This evaluation process involves one or more of the following:
- Approval by ERAC (Educational Resource Acquisition Consortium)
- Review by at least two school representatives: the Principal and a practicing teacher with at least three years' experience, preferably in grade level and subject area for which the resources are to be used
- At the discretion of the Superintendent, review by CISPG representative(s) of common learning resources and materials used in CISPG schools
- Review by the Office of the Bishop of core resources related to Faith Formation in CISPG

The evaluation criteria used in determining appropriate learning resources for the classroom will include, but are not limited to:
- Supporting the vision, mission and values of CISPG
- Supporting the learning standards of the BC curriculum and the educational goals of the province, the diocese, and the school
- Addressing developmental and age appropriateness
- Having effective instructional and technical design
- Assisting students in making connections between what they learn in school and its practical application in their lives
- Encouraging understanding and promoting positive social attitudes and respect for diversity and individual differences in British Columbia, Canada, and the world
- Meeting the requirements set by copyright and privacy legislation

There is an expectation that supplemental materials used in the classroom also support the above criteria.

Learning resources should be periodically reviewed (at least after five years) to ensure continued relevance, currency, and availability.

Challenge to the Use of Recommended Learning Resources
Challenges to the use of recommended learning resources must be made in writing to the Principal identifying the learning resource and stating the reason why the resource(s) may not be suitable (see Appendix A - Inquiry Into Suitability of a Learning Resource). Challenges will only be accepted from individuals in the school community whose children are directly engaged with the learning resource(s), educators who use the resource(s) or Ministry of Education staff.

Within 14 days of written receipt of a learning resource challenge, the Principal will convene a meeting of a committee consisting of a minimum of three representatives. The committee will include the Principal, a CISPG designate and a practicing teacher. The practicing teacher must have at least three years of experience in the grade level(s) and subject area(s) for which the resource is used.

The committee will:

- Examine the challenged resource
- Read at least one critical review of the resource, when available
- Form a professional opinion based on the resource as a whole, rather than passages or selections taken out of context
- Discuss the challenged resource in the context of CISPG values, the BC curriculum, and local context
- Make a recommendation in writing

Based on the committee's recommendation, the school/CISPG may dismiss the challenge, raise the awareness of the implications of using the resource with the teaching staff, communicate with the publisher and/or withdraw the recommended resource from further use in the school/diocese.

The individual issuing the challenge will be notified of the committee's decision in writing within 14 days of the decision.

Sources of Learning Resources
CISPG Schools are encouraged to use the services of the Education Resource Acquisition Consortium (ERAC) to assist them in choosing or approving learning resources. ERAC's Evaluated & Approved K-12 Resource Collection is an online, searchable compilation of resources evaluated by BC educators for use in classrooms: http:www.bcerac.ca/k12-resources/

Other Sources: United Library Services

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Revised Date:	**October 1, 2008** **June10, 2011**
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EDUCATION PROGRAM: FIELD TRIPS, INSTRUCTIONAL TOURS, AND REMOTE FIELD TRIPS

Policy 635

The Board of Directors recognizes the value of educational field trips, tours, and projects, which involve travel away from the classroom and further supports such trips when they are a planned extension of the school's instructional program. Such field trips are permitted provided the following regulations are strictly applied.

Reference: Regulation 635

	EDUCATION POLICY MANUAL
Category:	**EDUCATION PROGRAM**
Regulation:	**635**
Approved Date:	**April 26 2004**
Revised Date:	**October 1, 2008** **June 10, 2011**
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EDUCATION PROGRAM: FIELD TRIPS, INSTRUCTIONAL TOURS, AND REMOTE FIELD TRIPS

Regulations

1. Principals have the authority to approve travel for day field trips.

2. The Superintendent has the authority to approve travel for overnight trips.

3. The Principal has the authority to approve travel to established camps within the Diocese e.g. Camp Emmaus, Camp Emile, Camp Morice, Knights of Columbus Sponsored events.

4. In all cases initial approval for a field trip must be sought from the appropriate authority and obtained prior to the commencement of discussion with students and parents, and before any detailed planning or fundraising occurs.

5. In seeking final approval from the appropriate authority, the teacher shall complete the Field Trip Approval Form (see Appendix 1).

6. No student will be refused travel where they are legitimately unable to meet the costs of the field trip. All families are encouraged to support the school's fundraising activities.

7. Where the sponsor teacher or chaperone's expenses will be borne in whole or in part by student fundraising this arrangement must be made known to parents and students before any monies are collected.

8. A qualified life-guard must be on duty when field trips include any water activities.

9. Where overnight travel includes male and female students, chaperones of both genders must be included.

10. Any one trip will not normally involve more than five school days.

11. Where a field trip includes a weekend, provisions should be made for students to attend a Religious Service.

12. Parental approval must be obtained for each student participating in the field trip. Parents should sign a consent, authorization, waiver form, which includes the following information:

    12.1 destination
    12.2 arranged supervision
    12.3 dates and times of leaving and returning
    12.4 full itinerary of activities
    12.5 transportation plans
    12.6 any extraordinary risks associated with the trip
    12.7 costs
    12.8 educational objectives

13. The CIS Board of Directors requires the following minimum teacher/adult chaperone supervision ratios:

Kindergarten	1:6 *	Grades 4 – 6	1:10
Grades 1 – 3	1:8 *	Grades 7 – 8	

* Please note that overnight trips for K – Grade 3 students are not permitted.

14. Levels of supervision may change based on the following considerations:
    - 14.1 Weather conditions at the time of the activity
    - 14.2 Behavioural concerns
    - 14.3 The degree of risk
    - 14.4 The degree of interaction with outside groups
    - 14.5 Any other aspect which may risk student safety

15. Excluded Activities
    The CIS Board of Directors will not permit the following high-risk activities to occur on any school sponsored field trip.

    - 15.1 Air travel other than by commercial airline
    - 15.2 Bungee jumping
    - 15.3 Caving
    - 15.4 Hang Gliding
    - 15.5 Para-sailing
    - 15.6 Hot air balloon rides
    - 15.7 Ice Climbing
    - 15.8 Paintball/War games
    - 15.9 Rifle ranges or any activity involving guns
    - 15.10 Rock climbing (climbing wall activities are permitted)
    - 15.11 Scuba Diving
    - 15.12 Water activities including canoeing and kayaking, only with the supervision of a qualified life guard
    - 15.13 Skateboarding
    - 15.14 Ski jumping
    - 15.15 Sailing
    - 15.16 Snowmobiling
    - 15.17 Trampolining
    - 15.18 Whitewater rafting
    - 15.19 Winter camping
    - 15.20 Powered water craft

    ***** Downhill skiing and snowboarding should only be allowed in supervised (Canadian Ski Patrol) ski resorts. Supervision ratios as determined in Regulation 13 may require higher standards according to weather and hill conditions.

16. Teachers travelling with students must be in possession of a listing of all students travelling, together with parent contact numbers, medic–alert information, care card numbers, and physician contact numbers.

17. Student behaviour on trips away from the school must conform to the School Code of Conduct and the expectations for conduct contained in the Transportation Policy #329 Student Code of Conduct.

18. Where volunteer drivers are used, each driver must complete a volunteer driver application form (Appendix 2) prior to departure.

19. Sponsors and chaperones are prohibited from consuming alcohol for the duration of the field trip.

20. Students are to be under direct supervision by adults at all times. Free unsupervised time should be avoided.

EDUCATIONAL FIELD TRIP APPLICATION FORM

Instructions:

1. ***Become familiar with Policy #635 FIELD TRIPS, INSTRUCTIONAL TOURS, AND REMOTE FIELD TRIPS and its regulations before completing this form.***
2. Drivers of vehicles must ensure that children in their cars, and under 9 years of age, unless they have reached a height of 145 cm. (4'9") tall, use booster seats.
3. The sponsor teacher(s) should complete both sides of this form and submit it to the Principal or Superintendent prior to travel.
4. The principal shall ensure that all aspects of Policy #635 are complied with.
5. For overnight trips, approval of the Superintendent must be obtained prior to travel.

<table>
<tr><td colspan="2">Description of trip (Who? Number of students? Grade level? Where? Why?</td></tr>
<tr><td colspan="2">Length of trip one way (check one): _____ Under 100 km _____ 100 – 300 km _____ Over 300 KM</td></tr>
<tr><td>Mode of transportation (check one):

_____ Private or rented vehicle

_____ School bus or chartered bus

_____ Taxi, city transit or common carrier

Schools may not use passenger vans to transport students</td><td>Other transportation details (if required):</td></tr>
<tr><td>Name(s) of volunteer drivers, if applicable:</td><td></td></tr>
<tr><td>Are the vehicle and license requirements complied with?

Yes: _____</td><td>Are all volunteer driver forms on file or attached?

Yes: _____</td></tr>
</table>

Departure from:	Return to:
Date:	Date:
Time:	Time:
Accommodation details if overnight (name, address, phone number):	Further details (if required):
Name(s) of teacher(s):	Name(s) of other adults on the trip:
_____ Yes, all criminal reference check forms are completed and on file for adults on overnight trips.	
_____ Yes, this trip will require the approval of the Superintendent or his/her designate and therefore attached is a full trip itinerary, adult supervision details, information on funding sources, review of safety hazards and proposed precautions, trip objectives and, if applicable, commercial tour information.	

*Note: This form may be used for multiple in-town trips if a schedule of events is attached.

Certification by teacher(s):

I (We) are aware of the requirements of Policy #635 and its regulations and certify that this trip will be conducted accordingly.

_____ **Date:** _____ _____ **Date:** _____
Teacher *Teacher*

Approval:

_____ **Date:** _____ _____ **Date:** _____
Principal ***Superintendent (if required)***

Approval Date _____

EDUCATIONAL FIELD TRIP

VOLUNTEER DRIVER APPLICATION

GROUP TRAVELLING: _____ SPONSOR TEACHER: _____

SCHOOL NAME: _____ DRIVER'S NAME: _____

DRIVER'S ADDRESS: _____

DRIVER'S PHONE #: _____

COPY OF DRIVER'S LICENCE ATTACHED: _____
COPY OF DRIVER'S ABSTRACT ATTACHED: _____
COPY OF CURRENT REGISTRATION/INSURANCE ATTACHED _____
COPY OF CRIMINAL RECORD SEARCH COMPLETED _____

VEHICLE INFORMATION

Vehicle:	make/style/colour:	_____	_____
	year/license:	_____	_____
Passenger capacity:		_____	_____

PLEASE READ

In agreeing to transport students, I am aware of the regulations below:

1. Cars volunteered for student transportation must be insured and must be properly equipped with seatbelts. Each student must have a seatbelt properly secured when travelling.
2. Passengers under 13 years of age must not be transported in the front passenger seat if the vehicle is equipped with an airbag.
3. Drivers of vehicles must ensure that children in their cars, and under 9 years of age, unless they have reached a height of 145 cm. (4'9") tall, use booster seats.
4. The Diocese has excess third party liability coverage for volunteer drivers, so drivers do not require special insurance coverage to transport students. The present coverage is ten million dollars. The volunteer driver must have, as a minimum, basic liability insurance.
5. The School nor the Diocese does not accept responsibility for the deductible portion of collision insurance in the event of an accident.
6. The volunteer driver should ensure that, to the best of his or her knowledge, the motor vehicle used for student transportation is in good mechanical condition.
7. Volunteer drivers must have full privilege drivers' licenses, be at least 21 years of age and be in good health. They must have three years' driving experience.
8. In winter, the vehicle must be equipped with tires rated for winter driving.
9. Volunteer drivers are not to allow smoking by any occupant including themselves in their vehicles while transporting students.
10. A volunteer driver must act as a prudent parent with respect to passengers.

NOTE: If a vehicle has the capacity to carry more than 15 occupants and is carrying more than 15 occupants, the driver must have a CLASS 4 DRIVER'S LICENCE.

VOLUNTEER DRIVER DECLARATION

I have read the above information regarding transportation of students for school activities and agree to follow these CIS regulations. Further, I consent to the School or the Diocese conducting a criminal record check on my background and will provide a driver's abstract as well as proof of vehicle insurance. I will notify the school if my driver's license is prohibited or suspended.

SIGNATURE: _____ DATE: _____