

# St. John's Academy

## School Policies

### 2020-2021



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# School Environment Policies

## Anaphylaxis Policy

### Preamble

**Anaphylaxis is a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures be taken.**

The Board of St. John's Academy recognizes that it has a duty of care to students who are at risk from life-threatening allergic reactions while under school supervision. The Board also recognizes that this responsibility is shared among the student, parents, the school system and health care providers.

The purpose of this policy is to minimize the risk to students with severe allergies to potentially life-threatening allergens without depriving the severely allergic student of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.

This policy is designed to ensure that students at risk are identified, strategies are in place to minimize the potential for accidental exposure, and staff and key volunteers are trained to respond in an emergency situation.

### Policy

While the Board of St. John's Academy cannot guarantee an allergen-free environment, the Board will take reasonable steps to provide an allergy-safe and allergy-aware environment for students with life-threatening allergies.

### Anaphylactic Procedure

- 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 student 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 administering medications, including procedures for obtaining preauthorization<sup>1</sup> for employees to administer medication to an anaphylactic student<sup>2</sup>; and
- f. a process for principals to monitor and report information about anaphylactic incidents to the Board in aggregate form.

### Description of Anaphylaxis

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rarer cases can develop hours later. Specific warning signs as well as the severity and intensity of symptoms can vary from person to person and sometimes from reaction to reaction in the same persons.

While the exact prevalence is unknown, it has been estimated that more than 600,000 or 1% to 2% of Canadians are at risk of anaphylaxis (from food and insect allergy), and that up to 6% of young children less than three years of age are at risk<sup>3</sup>. In the school age population, it is estimated that between 2-4% of children are at risk of anaphylactic reactions to foods.

An anaphylactic reaction can involve **any** of the following symptoms, which may appear alone or in any combination,

regardless of the triggering allergen:

**Skin:** hives, swelling, itching, warmth, redness, rash

**Respiratory (breathing):** wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing

**Gastrointestinal (stomach):** nausea, pain/cramps, vomiting, diarrhea

**Cardiovascular (heart):** pale/blue colour, weak pulse, passing out, dizzy/light-headed, shock

**Other:** anxiety, feeling of “impending doom”, headache, uterine cramps in females

Because of the unpredictability of reactions, early symptoms should never be ignored<sup>4</sup>, especially if the person has suffered an anaphylactic reaction in the past.

It is important to note anaphylaxis can occur without hives.

If an allergic student expresses any concern that a reaction might be starting, the student should always be taken seriously. When a reaction begins, it is important to respond immediately, following instructions in the student’s *Student Emergency Procedure Plan*. The cause of the reaction can be investigated later.

The following symptoms may lead to death if untreated:

- breathing difficulties caused by swelling of the airways; and/or
- a drop in blood pressure indicated by dizziness, light-headedness or feeling faint/weak.

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<sup>1</sup> Must be obtained from both the student’s physician and the student’s parents

<sup>2</sup> For students who have not been identified as anaphylactic, the standard emergency procedure is to call emergency medical care (911 where available) – school staff should not administer medication to unidentified students.

<sup>3</sup> Canadian Society of Allergy and Clinical Immunology. *Anaphylaxis in Schools and Other Settings*. 2005.

<sup>4</sup> Training strategies need to address the need for a rapid emergency response when symptoms of an anaphylactic reaction appear. Students may be in denial, or unaware, that they are experiencing an anaphylactic reaction.

## Identifying Individuals at Risk

At the time of registration, using the district registration form parents are asked to report on their child's medical conditions, including whether their child has a medical diagnosis of anaphylaxis. Information on a student's life threatening conditions will be recorded and updated on the student's Permanent Student Record annually.

It is the responsibility of the parent/guardian to:

- Inform the school principal when their child is diagnosed as being at risk for anaphylaxis.
- In a timely manner, complete medical forms and the Student Emergency Procedure Plan which includes a photograph, description of the child's allergy, emergency procedures, contact information, and consent to administer medication. The Student Emergency Procedure Plan should be posted in key areas such as in the child's classroom, the office, the teacher's daybook, and food consumption areas (e.g. lunch rooms, cafeterias). Parental permission is required to post or distribute the plan.<sup>5</sup>
- Provide the school with updated medical information at the beginning of each school year, and whenever there is a significant change related to their child.
- Inform service providers of programs delivered on school property by non-school personnel of their child's anaphylaxis and care plan, as these programs are not the responsibility of the school.

The school will contact anaphylactic students and their parents to encourage the use of medical identifying information (e.g. MedicAlert® bracelet). The identifying information could alert others to the student's allergies and indicate that the student carries an epinephrine auto-injector. Information accessed through a special number on the identifying information can also assist first responders, such as paramedics, to access important information quickly.

## Record Keeping – Monitoring and Reporting

For each identified student, the school principal will keep a Student Emergency Procedure Plan on file. These plans will contain the following information:

- Student-Level Information
  - Name
  - Contact information
  - Diagnosis
  - Symptoms
  - Emergency Response Plan
- School-Level Information
  - Emergency procedures/treatment
- Physician section including the student's diagnosis, medication and physician's signature.

It is the school principal's responsibility for collecting and managing the information on students' life threatening health conditions and reviewing that information annually to form part of the students' Permanent Student Records.

The school principal will also monitor and report information about anaphylactic incidents to the board of education in aggregate form (to include number of at-risk anaphylactic students and number of anaphylactic incidents) at a frequency and in a form as directed by the superintendent.

## Emergency Procedure Plans

### a) Student Level Emergency Procedure Plan

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<sup>5</sup> A section for parental consent is included on the Student Emergency Procedure Plan.

The school principal must ensure that the parents and student (where appropriate), are provided with an opportunity to meet with designated staff, prior to the beginning of each school year or as soon as possible to develop/update an individual Student Emergency Procedure Plan. The Student Emergency Procedure Plan must be signed by the student's parents and the student's physician. A copy of the plan will be placed in readily accessible, designated areas such as the classroom and office.

The Student Emergency Procedure Plan will include at minimum:

- the diagnosis;
- the current treatment regimen;
- who within the school community is to be informed about the plan – e.g. teachers, volunteers, classmates;
- current emergency contact information for the student's parents/guardian;
- a requirement for those exposed to the plan to maintain the confidentiality of the student's personal health information<sup>6</sup>;
- information regarding the parent's responsibility for advising the school about any change/s in the student's condition;
- information regarding the school's responsibility for updating records.

## **b) School Level Emergency Procedure Plan**

Each school must develop a School Level Emergency Procedure Plan, which must include the following elements:

1. Administer the student's auto-injector (single dose) at the first sign of a reaction. The use of epinephrine for a potentially life-threatening allergic reaction will not harm a normally healthy child, if epinephrine was not required. Note time of administration.
2. Call emergency medical care (911 – where available)
3. Contact the child's parent/guardian
4. A second auto-injector may be administered within 5 to 15 minutes after the first dose is given IF symptoms have not improved (i.e. the reaction is continuing, getting worse, or has recurred).
5. If an auto-injector has been administered, the student must be transported to a hospital (the effects of the auto-injector may not last, and the student may have another anaphylactic reaction).
6. One person stays with the child at all times.
7. One person goes for help or calls for help.

The school principal, or designated staff, must ensure that emergency plan measures are in place for scenarios where students are off-site (e.g. bringing additional single dose auto-injectors on field trips).

### **Provision and Storage of Medication**

Children at risk of anaphylaxis who have demonstrated maturity<sup>7</sup> should carry one auto-injector with them at all times and have a back-up auto-injector stored at the school in a central, easily accessible, unlocked location. For children who have not demonstrated maturity, their auto-injector(s) will be stored in a designated school location(s).

The location(s) of student auto-injectors must be known to all staff members and caregivers.

Parents will be informed that it is the parents' responsibility:

- to provide the appropriate medication (e.g. single dose epinephrine auto-injectors) for their anaphylactic child;
- to inform the school where the anaphylactic child's medication will be kept (i.e. with the student, in the student's classroom, and/or other locations);

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<sup>6</sup>To be in compliance with the Freedom of Information and Protection of Privacy Act (FOIPPA).

<sup>7</sup>As determined by the child's parents.

- to inform the school when they deem the child competent to carry their own medication/s (children who have demonstrated maturity, usually Grade 1 or Grade 2, should carry their own auto-injector), and it is their duty to ensure their child understands they must carry their medication on their person at all times;
- to provide a second auto-injector to be stored in a central, accessible, safe but unlocked location;
- to ensure anaphylaxis medications have not expired; and
- to ensure that they replace expired medications.

## Allergy Awareness, Prevention and Avoidance Strategies

### a) Awareness

The school principal should ensure:

- That all school staff and persons reasonably expected to have supervisory responsibility of school-age students and preschool age children participating in early learning programs (e.g. food service staff, volunteers, bus drivers, custodians) receive training annually or biannually, in the recognition of a severe allergic reaction and the use of single dose auto-injectors and standard emergency procedure plans.
- That all members of the school community including substitute employees, employees on call, student teachers and volunteers have appropriate information about severe allergies including background information on allergies, anaphylaxis and safety procedures.
- With the consent of the parent, the principal and the classroom teacher must ensure that the student's classmates are provided with information on severe allergies in a manner that is appropriate for the age and maturity level of the students, and that strategies to reduce teasing and bullying are incorporated into this information.

Posters which describe signs and symptoms of anaphylaxis and how to administer a single dose auto-injector should be placed in relevant areas. These areas may include classrooms, office, staff room, lunch room and/or the cafeteria.

### b) Avoidance/Prevention

Individuals at risk of anaphylaxis must learn to avoid specific triggers. While the key responsibility lies with the students at risk and their families, the school community must participate in creating an "allergy-aware" environment. Special care is taken to avoid exposure to allergy-causing substances. Parents are asked to consult with the teacher before sending in food to classrooms where there are food-allergic children. The risk of accidental exposure to a food allergen can be significantly diminished by means of such measures.

Given that anaphylaxis can be triggered by minute amounts of an allergen when ingested, students with food allergies must be encouraged to follow certain guidelines:

- Eat only food which they have brought from home unless it is packaged, clearly labelled and approved by their parents (*Elementary schools*).
- If eating in a cafeteria, ensure food service staff understands the life-threatening nature of their allergy. When in doubt, avoid the food item in question.
- Wash hands before and after eating.
- Not share food, utensils or containers.
- Place food on a napkin or wax paper rather than in direct contact with a desk or table.

Non-food allergens (e.g. medications, latex) will be identified and restricted from classrooms and common areas where a child with a related allergy may encounter that substance.

## Training Strategy

At the beginning of each school year, a training session on anaphylaxis and anaphylactic shock will be held for all school staff and persons reasonably expected to have supervisory responsibility of school-age students and preschool age children participating in early learning programs (e.g. food service staff, volunteers, bus drivers, custodians).

Efforts shall be made to include the parents, and students (where appropriate), in the training. Experts (e.g. public health nurses, trained occupational health & safety staff) will be consulted in the development of training policies and the implementation of training. Training will be provided by individuals trained to teach anaphylaxis management.

The training sessions will include:

- signs and symptoms of anaphylaxis;
- common allergens;
- avoidance strategies;
- emergency protocols;
- use of single dose epinephrine auto-injectors;
- identification of at-risk students (as outlined in the individual Student Emergency Procedure Plan);
- emergency plans; and
- method of communication with and strategies to educate and raise awareness of parents, students, employees and volunteers about anaphylaxis.

### *Additional Best Practice:*

- distinction between the needs of younger and older anaphylactic students.

Participants will have an opportunity to practice using an auto-injector trainer (i.e. device used for training purposes) and are encouraged to practice with the auto-injector trainers throughout the year, especially if they have a student at risk in their care.

Students will learn about anaphylaxis in a general assembly or special class presentations

Individual Student Anaphylactic Student Emergency Form

Individual student Anaphylactic Student Emergency Procedure Form	
<i>Parent/Guardian please complete</i>	<i>Physician please complete</i>
<div style="border: 1px solid black; width: 100px; height: 80px; margin-bottom: 10px; text-align: center; padding: 5px;"><b>ATTACH STUDENT PHOTO</b></div> <p>Student's Name: _____</p> <p>Date of Birth: _____ (mm/dd/yyyy)</p> <p>Sex:        <input type="checkbox"/> Male        <input type="checkbox"/> Female</p> <p>Parent/Guardian Name: _____</p> <p>Daytime Phone: _____</p> <p>Emergency Contact Name: _____</p> <p>Daytime Phone: _____</p> <p>Physician: _____</p> <p>Daytime Phone: _____</p> <p><b>Emergency Protocol</b></p> <ul style="list-style-type: none"> <li>Administer single dose auto-injector and call 911</li> <li>Notify Parent/Guardian</li> <li>Administer second auto-injector in 5 to 15 minutes after the first dose is given, if symptoms do not improve or if symptoms recur</li> </ul> <p>Have ambulance transport student to hospital</p>	<p>Physician's Name: _____</p> <p>Daytime Phone: _____</p> <p>Fax: _____</p> <p>Allergen: (Do not include antibiotics or other drugs)</p> <p><input type="checkbox"/> Peanuts   <input type="checkbox"/> Nuts   <input type="checkbox"/> Dairy   Other food _____</p> <p><input type="checkbox"/> Insects   <input type="checkbox"/> Latex   <input type="checkbox"/> Other _____</p> <p><b>Symptoms:</b></p> <p>Skin – hives, swelling, itching, warmth, redness, rash</p> <p>Respiratory (breathing) – wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing</p> <p>Gastrointestinal (stomach): nausea, pain/cramps, vomiting, diarrhea</p> <p>Cardiovascular (heart): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock</p> <p>Other: anxiety, feeling of “impending doom”, headache, uterine cramps in females</p> <p>Additional symptoms: _____</p> <p>Emergency Medication</p> <p>NOTE: Emergency medication must be a single-dose auto-injector for school setting. Oral antihistamines will not be administered by school personnel.</p> <p>Name of emergency medication: _____</p> <p>Dosage: _____</p>
	<p>_____</p> <p>Physicians Signature                      Date (mm/dd/yyyy)</p>
<b>Parent/Guardian please complete</b>	

Discussed and reviewed Anaphylaxis Responsibility Checklist with principal?.....  yes  no

Two auto-injectors provided to school?.....  yes  no

Student aware of how to administer?.....  yes  no

Auto-injector locations: \_\_\_\_\_

Your child's personal information is collected under the authority of the *School Act* and the *Freedom of Information and Protection of Privacy Act*. The Board of Education may use your child's personal information for the purposes of:

- Health, safety, treatment and protection
- Emergency care and response

If you have any questions about the collection of your child's personal information, please contact the school principal directly. By signing this form, you give your consent to the Board of Education to disclose your child's personal information to school staff and persons reasonably expected to have supervisory responsibility of school-age students and preschool age children participating in early learning programs (as outlined in the *BC Anaphylactic and Child Safety Framework 2007*) for the above purposes. This consent is valid and in effect until it is revoked in writing by you.

\_\_\_\_\_

\_\_\_\_\_

Parent/Guardian Signature

Date (mm/dd/yyyy)

### Policy Statement

Ensuring that a School Authority has policies and procedures in place to respond promptly and effectively to incidents of child abuse and neglect is a responsible approach to protecting students as well as the interests of the School Authority. This document provides guidelines for independent schools when establishing policy and responding to child abuse and neglect.

This document underscores the importance of a collaborative approach between St. John's Academy (SJA) personnel, the Ministry of Child and Family Development, and the police to respond effectively to incidents of suspected child abuse and neglect and to ensure that children are protected.

SJA is committed to the prevention of child abuse and the enhancement of the well-being and safety of the students entrusted to its care. This commitment is made first and foremost as an ethical and legal responsibility, but is also recognized as a response to government and societal expectations for the well-being and safety of students.

### Purpose

SJA recognizes its responsibility to ensure the safety and well-being of all students attending the school. SJA shall take steps to ensure that employees are aware of, and alert to, signs and symptoms of possible child abuse, exploitation and/or neglect, and if required, have the tools to be able to respond appropriately if a child's safety or well-being is at risk (and/or the safety / well-being of a vulnerable adult).

SJA may add, modify, or remove portions of this Child Abuse and Neglect Policy for Employees when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. The most recent update of this Child Abuse Prevention Policy for Employees can be found in the Staff Policies and Procedures Dropbox folder or is available from the administration.

### Principals

The Child, Family and Community Service Act is guided by the following principles, which — in a collaborative setting — inform all parties serving children, youth and families:

- The safety and well-being of children are the paramount considerations.
- Children are entitled to be protected from abuse, neglect, harm or threat of harm.
- A family is the preferred environment for the care and upbringing of children and the responsibility for the protection of children rests primarily with the parents.
- If, with available support services, a family can provide a safe and nurturing environment for a child, support services should be provided.
- The child's views should be taken into account when decisions relating to a child are made.
- Kinship ties and a child's attachment to the extended family should be preserved if possible.
- The cultural identity of Aboriginal children should be preserved.
- Decisions relating to children should be made and implemented in a timely manner. Child welfare workers take the least disruptive action possible to help ensure children's and youth's safety and well-being

*Resource: B.C. Handbook for Action on Child Abuse and Neglect*

### Definition(s)

"Child" means a person under 19 years of age and includes a youth. "Child abuse" means the physical, mental, emotional and/or psychological maltreatment or sexual molestation or neglect of a child. "Child neglect" means failure on the part of child's caregivers to keep child safe and healthy. It can include one or more of the following:

- The failure to provide adequate food and shelter;
- The failure to provide basic health care;
- Inadequate supervision or child care;
- Inadequate protection from physical risks or danger.

“Reasonable grounds” means a set of facts or circumstances which would satisfy an ordinary cautious and prudent person that there is reason to believe and which goes beyond mere suspicion.

“Physical abuse” any physical force or action which results in, or may potentially result in, injury to a child and which exceeds that which could be reasonable discipline.

“Reason to believe” means that, based on observation or information received, the person believes that a child has been or is likely to be at risk.

## **Recognizing Child Abuse and Neglect**

*Resource: B.C. Handbook for Action on Child Abuse and Neglect*

### **Physical Abuse**

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 or youth. It includes the use of unreasonable force to discipline a child or youth or prevent a child or youth from harming him/herself or others. The injuries sustained by the child or youth may vary in severity and range from minor bruising, burns, welts or bite marks to major fractures of the bones or skull to, in the most extreme situations, death. The likelihood of physical harm to a child or youth increases when the child or youth is living in a situation where there is domestic violence by or towards a person with whom the child or youth resides. Domestic violence is a pattern of intentionally coercive and violent behaviour toward an individual with whom there is or has been an intimate relationship. It includes physical abuse such as hitting, slapping, pushing, choking, assault with a weapon, locking out of the house or the threat of physical abuse.

### **Emotional Harm**

This is the most difficult type of harm to recognize. Under the Child, Family and Community Service Act, a child or youth is defined as emotionally harmed if they demonstrate severe:

- Anxiety
- Depression
- Withdrawal
- Self-destructive or aggressive behavior.

This may range from the parent ignoring to habitually humiliating the child or youth to withholding life-sustaining nurturing. Emotional abuse may occur separately from, or along with, other forms of abuse and neglect. Emotional abuse can include a pattern of:

- Scapegoating
- Rejection
- Verbal attacks on the child
- Threats
- Insults
- Humiliation

Emotional harm may also be caused by the child or youth living in a situation where there is domestic violence by or towards a person with whom the child or youth resides. Domestic violence may involve physical abuse, threats, verbal

insults or psychological abuse such as stalking.

## **Sexual Abuse**

Sexual abuse is when a child or youth is used (or likely to be used) for the sexual gratification of another person.

It includes:

- Touching or invitation to touch for sexual purposes
- Intercourse (vaginal, oral or anal)
- Menacing or threatening sexual acts, obscene gestures, obscene communications or stalking
- Sexual references to the child's or youth's body/behaviour by words/gestures
- Requests that the child or youth expose their body for sexual purposes
- Deliberate exposure of the child or youth to sexual activity or material
- Sexual aspects of organized or ritual abuse.

## **Sexual Exploitation**

Sexual exploitation is a form of sexual abuse that occurs when a child or youth engages in a sexual activity, usually through manipulation or coercion, in exchange for money, drugs, food, shelter or other considerations.

Sexual activity includes:

- Performing sexual acts
- Sexually explicit activity for entertainment
- Involvement with escort or massage parlor services
- Appearing in pornographic images.

Children and youth living on the street are particularly vulnerable to exploitation. Children and youth in the sex trade are not prostitutes or criminals. They are victims of abuse.

## **Neglect**

Neglect is failure to provide for a child's or youth'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 or youth. Neglect may include failure to provide food, shelter, basic health care, supervision or protection from risks, to the extent that the child's or youth's physical health, development or safety is, or is likely to be, harmed.

## **Staff Training and Review**

The Appointed School Official, (at SJA it is the principal) will ensure that annual training is provided to all school personnel, contractors and volunteers who are working with children and ensure they are aware of and understand how to carry out their legal duty when responding to concerns about child abuse and/or neglect.

Training will include recognizing child abuse and/or neglect, what actions are required, prevention measures, reporting child abuse and/or neglect protocols, and everyone's legal responsibility if they suspect abuse and/or neglect of a child. (Specific information on child abuse and/or neglect is included under Appendix B.)

The authority/school will train school personnel on how to respond when concerns about child abuse and/or neglect arise. This information is available in The BC Handbook for Action on Child Abuse and Neglect.

The authority/school will annually review with school personnel the information on different types of child abuse, recognizing child abuse and/or neglect and types of disclosures that abused children may provide. This information is

available in The BC Handbook for Action on Child Abuse and Neglect, pages 21 – 33.

Records of the annual training provided by the school will be found in the Personnel Files in the Registrar's Office.

### **Protocol on Reporting Child Abuse and/or Neglect Involving Parents or Parental Failure to Protect a Child**

The following protocol will be used when dealing with a suspected case of child abuse:

- a) The school principal is designated as the "Appointed School Official (ASO)." All staff and volunteer personnel will be informed if a person other than the principal has been named as the Appointed School Official.
- b) Any school personnel who suspect or have information that a child is being abused or at risk of being abused, must promptly contact the Ministry of Children and Family Development (MCFD) or the Aboriginal Child and Family Services Agency (See Appendix A for contact information) AND the Appointed School Official. If the Appointed School Official is the alleged abuser, then school personnel, after reporting to the previously mentioned agencies, will report to the Superintendent, head, or chairperson of the Board of Directors governing the school.

It is the legal duty of all persons who have concerns that a child is being or is likely to be abused or neglected to report to the appropriate authorities, who will assess the report and, if appropriate, conduct an investigation. (CFCSA Section 13)

- c) Anyone who has reason to believe that a child has been or is likely to be physically harmed, sexually abused or exploited, or neglected by a parent or guardian, or otherwise in need of protection as set out in Section 13 of the *Child, Family and Community Services Act* is legally responsible under Section 14 of the Act to report promptly to a child welfare worker. "Reason to believe" simply means that, based on what was seen or information received, a person believes a child has been or is likely to be at risk. The reporter need not be certain. It is the child welfare worker's job to determine whether abuse or neglect has occurred or is likely to occur.

School personnel, who are uncertain about their duty to report, will consult with a child welfare worker who can discuss the options and appropriate course of action (See Appendix A for contact information).

- d) The police must be contacted immediately if the child is in any immediate danger.
- e) School personnel will not contact the parents or guardians who may be involved in allegedly abusing the child; this is the responsibility of the child welfare worker.
- f) School personnel will cooperate fully with any resulting investigation, including assisting with the interviews of children and staff as necessary.
- g) The school will protect personal information regarding the investigation, including the reporter's identity, against improper or unauthorized disclosure or use. School personnel should not share information with outside agencies about child abuse investigations, particularly if the police are involved.
- h) The Appointed School Official will ensure that the school environment is safe during any investigation.
- i) School personnel will support students who are victims of child abuse or neglect.

### **Procedures Where Allegations of Child Abuse are Made against Independent School Staff, Volunteers, Contract Service Providers or Others in the School Setting**

According to the MCFD handbook, "*The BC Handbook for Action on Child Abuse and Neglect – For Service Providers*", p 32, "If the abuse occurs in a setting such as a school, youth custody or child care centre, the head of the organization is responsible for responding." It is the legal responsibility of school officials and employees to provide a safe learning environment for students. If the school officials and employees believe that a child is being abused or at risk, there is a legal duty to report the concern to the local child welfare worker and the police if the child is in imminent danger.

Independent School officials have the primary responsibility for dealing with allegations of child abuse involving independent school employees, volunteers, contract service providers, or others on independent school property or supervising an independent school activity outside of the school.

### i. Staff Member

Where there are allegations of child abuse by a school staff member, the principal or ASO is responsible to investigate the allegations and report the matter to a Child Welfare Worker if there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. The principal has the authority under the Independent School Act (ISA), Section 7 (2) (b) to suspend a school staff member whose presence threatens the safety and welfare of students.

### ii. Volunteer

Where there are allegations of child abuse by a volunteer, the principal or ASO is responsible to investigate the allegations and report the matter to a Child Welfare Worker if there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. The School Authority has the authority to issue a “No Trespass Order” prohibiting attendance at school by a volunteer whose presence threatens the safety and welfare of students.

### iii. Contract Workers and Other Persons

Where there are allegations of child abuse by a contract worker or other person at school or at an independent school activity outside of the school, the principal or ASO is responsible to investigate the allegations and report the matter to a Child Welfare Worker if there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. The School Authority has the authority to issue a “No Trespass Order” prohibiting from attending at the school a contract worker or other person whose presence threatens the safety and welfare of students.

School personnel, who are uncertain about their duty to report, are encouraged to consult with a child welfare worker who can discuss the options and appropriate course of action (See Appendix A for contact information).

School personnel who have reason to believe that another employee, volunteer, contract service provider or other person on school property or supervising an independent school activity outside of the school has abused a student, must report the incident or information to the school principal or Appointed School Official. It is the responsibility of the principal or ASO to investigate the allegations and, in collaboration with the school personnel, determine what action is required.

Parents of children alleged to have been abused in the school setting must be informed by the principal or Appointed School Official of the allegations and the outcome of the school investigation, unless there are special circumstances, e.g., relating to a child protection or police investigation, or endangerment of the child.

Where there are allegations of child abuse by a staff member, volunteer, contract service provider or other persons, the School Authority has the authority to issue a “No Trespass Order” prohibiting the volunteer’s attendance at school. The order, provided orally or in writing, to the volunteer, contracted service provider or other person, and copied to the police, must specify the date of issue, the reason for the order and the termination date of the order (Such orders may be re-issued on an annual basis if required). This authority is provided under the Trespass Act, s. 4 (1), (b)(c).

## **Reporting to the Police**

Not every incident that might constitute an offense if proven will warrant police involvement. School officials are expected to exercise judgment. Where there is reason to believe that the alleged child abuse by employees, volunteers, contract service providers or other persons may constitute a criminal offence warranting police involvement, the school official should consult with the police regarding the matter.

## **Reporting to a Child Welfare Worker**

Although the primary responsibility for dealing with abuse allegations involving independent school staff, volunteers or contract workers, rests with an independent school official, there may still be a need to report to a Child Welfare Worker. Where there is reason to believe that abuse or neglect has taken place outside the scope of the independent school investigation and the parent is unwilling or unable to protect the child, or there is reason to believe that the parent is unwilling or unable to protect the child with respect to the abuse that is the subject of the independent school investigation, a school official must report this to a Child Welfare Worker in accordance with the Child, Family and Community Service Act (CFCSA).

## **Duty to Report Professional Misconduct**

An authorized person (certificate holder or a person who holds a letter of permission), must promptly provide the commissioner a written and signed report if the authorized person has reason to believe that another authorized person has engaged in conduct that involves sexual abuse or sexual exploitation of a student (Teachers Act, s 38 (1)(b)).

If a principal suspends, dismisses or disciplines an authorized person for misconduct that involves physical harm to a student or minor, or significant emotional harm to a student or minor, the principal must without delay send to the commissioner a report regarding the suspension, dismissal or disciplinary action (ISA s. 7.2).

If an authority suspends, dismisses or disciplines an authorized person, the authority must without delay notify the principal who must without delay report the matter to the commissioner (ISA s. 7.3).

## **Protocols on Relationships with Partner Agencies**

The school will obtain the names and contact information of local agencies that will provide assistance when dealing with child abuse and/or neglect. (Agencies and contact information are provided in Appendix A.)

The Appointed School Official will inform school staff of local protocols that are in place with MCFD or a Delegated Aboriginal Child and Family Services Agency, for cases of suspected child abuse and/or neglect. Police are contacted whenever there is a criminal investigation or the child is in immediate danger. Employees should become familiar with these protocols as outlined in Appendix A.

School personnel will promote a working relationship with the local MCFD and Police on reporting suspected cases of child abuse and/or neglect and cooperating with these parties in their response to reports. The school will identify personnel within MCFD who are able to support the school in training staff to recognize signs of abuse, protect abused students and report abuse and neglect to the appropriate authorities.

The Appointed School Official will inform school staff of local protocols that are in place with MCFD or a Delegated Aboriginal Child and Family Services Agency, for cases of suspected child abuse and/or neglect. Police are contacted whenever there is a criminal investigation or the child is in immediate danger. Employees should become familiar with these protocols as outlined in Appendix A.

School personnel will promote a working relationship with the local MCFD and Police on reporting suspected cases of child abuse and/or neglect and cooperating with these parties in their response to reports. The school will identify personnel within MCFD who are able to support the school in training staff to recognize signs of abuse, protect abused students and report abuse and neglect to the appropriate authorities. SJA will obtain the names and contact information of local agencies that will provide assistance when dealing with child abuse and/or neglect. (Agencies and contact information are provided in Appendix A.)

## Reporting Procedures

The school principal is designated as the “Appointed School Official (ASO).” All staff and volunteer personnel will be informed if a person other than the principal has been named as the Appointed School Official.

1. Document the information on the “Report of Suspected Child Abuse” form.  
Immediately report the incident to a Child Protection Social Worker at the Ministry of Children and Family Development – 604.660.2141 (8:30-4:30) or 604.310.1234 (after hours)
2. Inform the Principal of the school of your report.
3. **Do not** inform parent(s), suspected abuser or any other parties. This is the responsibility of the Child Protection Social Worker.
4. When the abuser is a child notify and consult with the principal of the school. It may or may not result in a report to the Ministry of Children and Family Development.

## Obligations

School personnel will cooperate fully with any resulting investigation, including assisting with the interviews of children and staff as necessary.

The school will protect personal information regarding the investigation, including the reporter’s identity, against improper or unauthorized disclosure or use. School personnel should not share information with outside agencies about child abuse investigations, particularly if the police are involved.

School personnel will support students who are victims of child abuse or neglect.

The authority/school will annually review with school personnel the information on different types of child abuse, recognizing child abuse and/or neglect and types of disclosures that abused children may provide. This information is available in *The BC Handbook for Action on Child Abuse and Neglect*, pages 21 – 33.

Records of the annual training provided by the school will be found in the Personnel Files in the Registrar’s Office.

## Staff Training and Review

The Appointed School Official will ensure that annual training is provided to all school personnel, contractors and volunteers who are working with children and ensure they are aware of and understand how to carry out their legal duty when responding to concerns about child abuse and/or neglect.

Training will include recognizing child abuse and/or neglect, what actions are required, prevention measures, reporting child abuse and/or neglect protocols, and everyone’s legal responsibility if they suspect abuse and/or neglect of a child. (Specific information on child abuse and/or neglect is included under Appendix B.)

The authority/school will train school personnel on how to respond when concerns about child abuse and/or neglect arise. This information is available in *The BC Handbook for Action on Child Abuse and Neglect*.

The authority/school will annually review with school personnel the information on different types of child abuse, recognizing child abuse and/or neglect and types of disclosures that abused children may provide. This information is available in *The BC Handbook for Action on Child Abuse and Neglect*, pages 21 – 33.

The details of the annual training provided by the school will be found in the Health and Safety Binder.

## Quick Reference

### Possible Indicators of child abuse and/or neglect

Unexplained bruises, different coloured bruises, welts, cuts, burns, bite marks-especially on the face, lower back, thighs or upper arms

Unexplained fractures, repeated injuries over time

Constant complaints such as sore throats or stomach aches that have no medical explanation

Lack of proper hygiene, constant hunger, clothing inappropriate for weather conditions

Irritation, bruising, bleeding, pain or itching near genitals or anus

Bruises on breasts, buttocks, or thighs

Sudden onset of nightmares, bedwetting, and/or fear of the dark

Cuts or sores on arms or legs

Self-harming behaviours

Fear of going home, attempts to run away

Sudden change in attitude towards someone previously liked and trusted

Expressing bizarre, sophisticated or unusual sexual knowledge not typical for age, language or play

Becoming anxious and fearful after being outgoing and friendly

Expressing sadness, crying frequently, becoming depressed

Lacking friends or not participating in activities

Irregular or non-attendance at school

### A Summary

Appointed School Official (ASO) – Dr. Meadows

Alternate Appointed School Official (AASO) – Ms. Grainger

Suspected Abuser IS <b>NOT</b> an Employee	Suspected Abuser IS a School Employee, Contract Service Provider or Volunteer	Suspected Abuser is ANOTHER CHILD
Document and make a report to Child Protection Social Worker (MCFD)	Document and make a report to Child Protection Social Worker (MCFD)	Discuss with Principal
Inform the Principal	Inform the Principal (Inform the Superintendent if the suspected abuser is a school administrator)	Call Child Protection Social Worker if further advise needed (MCFD)

Principal informs the RCMP	Principal informs the RCMP	Principal informs RCMP
DO NOT inform parents	DO NOT inform parents	
DO NOT inform suspected Abuser	DO NOT inform suspected abuser	
DO NOT inform any other Parties	DO NOT inform any other parties	

If you have reason to believe that a child or youth needs protection under section 13 of the Child, Family and Community Service Act you must promptly report the matter to a child welfare worker.

Phone 1 800 663-9122 at any time of the day or night.

If the child or youth is in immediate danger, call 9-1-1 or your local police.

Child Helpline for Children at 310-1234. You do not need an area code. You can call at any time of the day or night and you do not have to give your name.

## Appendix 1

### Contact Information for Partner Agencies with Respect to Child Abuse

In the event of suspected child abuse and/or neglect, the individual learning of or suspecting abuse and/or neglect will contact one or more of the following agencies: Ministry of Children and Family Development (MCFD), the Delegated Aboriginal Child and Family Services Agencies, the Police if the child is in immediate danger and/or when a criminal offense is suspected. In a case where the disclosure suggests that the child is in immediate danger, the child is kept at the school until the police arrive.

**If a child is in immediate danger, or if a criminal offense has occurred, is occurring, or is likely to occur, call the police. Make a report to the child welfare worker at MCFD after you have called the police.**

**If the child is not in immediate danger, but you have reason to believe that he or she has been or is likely to be abused or neglected, call a local child welfare worker at MCFD. Contact information is listed in Appendix A of this policy.**

**If it is after hours and you are not sure whom to call, phone the Helpline for Children toll free at 310-1234 (no area code) any time of day or night from anywhere in BC.**

FISA BC note to users of this Sample Policy:

To report a case of suspected abuse and neglect to the Ministry of Children and Family Development, please call the following number(s):

- MCFD (local office(s)): 778 452 2050

-OR-

- Aboriginal Child and Family Service Agency: 604 216 6150

**After hours calls** to MCFD or Delegated Aboriginal Child and Family Service Agencies, please call:

- In Vancouver, North Shore, Richmond – 604 660 4927

- In the Lower Mainland, Burnaby, Delta, Maple Ridge, Langley – 604 660 8180

- In any community of BC – 1 800 663 9122

-Or anytime from anywhere, toll free 1 800 – 310-1234

To report a case of suspected abuse and neglect involving an Aboriginal student, please call 1 800 663 7867 and ask for the Delegated Aboriginal Child and Family Services Agency nearest you.

## **Appendix 2**

### **Frequently Asked Questions**

#### **1. What is child abuse and what are the indicators of child abuse and/or neglect?**

Child abuse and/or neglect occurs with alarming frequency. As public awareness of the subject has grown, so has the number of reported and confirmed cases. The following definitions and possible indicators of abuse are adapted from *The BC Handbook for Action on Child Abuse and Neglect - For Service Providers*.

#### **Physical Abuse**

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 him/herself or others. The injuries sustained by the child may vary in severity and range from minor bruising, burns, welts or bite marks to major fractures of the bones or skull, to, in the most extreme cases, death.

#### **Possible Indicators of Physical Abuse**

##### ***Physical Indicators***

- any injury to an infant who is not yet mobile, especially head/facial injuries
- injuries to a toddler or older child for which there is no explanation, the explanation does not fit with the injuries, or the story keeps changing
- injuries at different stages of healing
- injuries that have a pattern or look like they may have been caused by an object (hand, stick, buckle, stove element)
- bruising in unusual places such as ears, trunk, neck or buttocks

##### ***Behavioural Indicators***

- afraid or reluctant to go home, or runs away
- shows unusual aggression, rages or tantrums
- flinches when touched
- has changes in school performance and attendance
- withdraws from family, friends and activities previously enjoyed
- poor self-esteem (e.g. describes self as bad, feels punishment is deserved, is very withdrawn)
- suicidal thoughts or self-destructive behaviour (e.g. self-mutilation, suicide attempt, extreme risk-taking behaviour)

#### **Possible Indicators of Child Abuse/Neglect**

Unexplained bruises, different coloured bruises, welts, cuts, burns, bite marks-especially on the face, lower back, thighs or upper arms

Unexplained fractures, repeated injuries over time

Constant complaints such as sore throats or stomach aches that have no medical explanation

Lack of proper hygiene, constant hunger, clothing inappropriate for weather conditions

Irritation, bruising, bleeding, pain or itching near genitals or anus

Bruises on breasts, buttocks, or thighs

Sudden onset of nightmares, bedwetting, and/or fear of the dark

Cuts or sores on arms or legs

Self harming behaviours

Fear of going home, attempts to run away

Sudden change in attitude towards someone previously liked and trusted

Expressing bizarre, sophisticated or unusual sexual knowledge not typical for age, language or play

Becoming anxious and fearful after being outgoing and friendly

Expressing sadness, crying frequently, becoming depressed

Lacking friends or not participating in activities

Irregular or non-attendance at school

## **SEXUAL ABUSE**

Sexual abuse occurs when a child is used (or likely to be used) for the sexual gratification of another person.

It includes:

Touching or invitation to touch for sexual purposes

Intercourse (vaginal, oral, or anal)

Menacing or threatening sexual acts, obscene gestures, obscene communications or stalking

Sexual references to the child's body/behaviour by words/gestures

Requests that the child expose their body for sexual purposes

Deliberate exposure of the child to sexual activity or material

Sexual aspects of organized or ritual abuse

## **SEXUAL EXPLOITATION**

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. Sexual activity includes:

Performing sexual acts

Sexually explicit activity for entertainment

Involvement with escort or massage parlour services

Appearing in pornographic images

Children living on the street are particularly vulnerable to exploitation. Children in the sex trade are not prostitutes or criminals. They are victims of abuse.

### **Emotional Abuse**

This is the most difficult type of abuse to define and recognize. It may range from ignoring to habitually humiliating the child to withholding life-sustaining nurturing. Generally, it involves acts or omissions by those in contact with a child that are likely to have serious, negative emotional impacts. Emotional abuse may occur separately from, or along with, other forms of abuse and neglect. It includes the emotional harm caused by witnessing domestic violence. Emotional abuse can include a pattern of:

- scapegoating
- rejection
- verbal attacks on the child
- threats
- insults
- humiliation

### **Emotional harm**

When emotional abuse is chronic and persistent, it can result in emotional harm to the child. Under the *Child, Family and Community Service Act*, a child is defined as emotionally harmed if they demonstrate severe:

- anxiety
- depression
- withdrawal
- self-destructive or aggressive behaviour

### **Possible Indicators of Emotional Abuse**

#### ***Physical Indicators***

- bed-wetting and/or frequent diarrhea
- frequent psychosomatic complaints, headaches, nausea, abdominal pains

#### ***Behavioural Indicators***

- mental or emotional development lags
- isolated and has no friends or complains of social isolation

- behaviours inappropriate for age
- fear of failure, overly high standards, reluctant to play
- fears consequences of actions, often leading to lying
- extreme withdrawal or aggressiveness, mood swings
- overly compliant, too well-mannered
- excessive neatness and cleanliness
- extreme attention-seeking behaviours
- poor peer relationships
- severe depression, suicidal ideation
- runaway attempts
- violence is a subject for art or writing
- forbidden contact with other children
- shows little anxiety toward strangers
- unusual severe anxiety or worries

## **Neglect**

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.

### ***Possible Indicators of Neglect***

#### ***Physical Indicators***

- injuries where medical care has been unusually delayed or avoided
- injuries resulting from a lack of supervision
- medical or dental needs that are consistently unattended to
- "failure to thrive" where no medical reason has been found
- clothing consistently inadequate for weather conditions
- persistent hunger
- poor or inadequate nutrition
- poor personal hygiene

#### ***Behavioural Indicators***

- Forages for, hoards or steals food
- Developmental delay or setbacks related to a lack of stimulation
- Poor school attendance
- Inappropriately takes on a caregiver role for a parent or siblings
- Tired or unable to concentrate at school
- Appears sad or has flat affect
- Reluctant to go home; speaks of being or appears to be left alone at home a lot, unsupervised
- Is involved in behaviours such as misuse of drugs or alcohol, stealing, fire-setting
- Does not respond to affection or stimulation

### **Under What Conditions Is There a Duty To Report?**

*Part 3, Section 13 of the Child, Family and Community Services Act 1996 (amended 2002) clarifies when protection is*

*needed:*

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 the parent's conduct;
- (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)* and *section 14(1)(a)* 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.

### **3. What should be reported**

The person making the report does not need to have all of the following information before making a report, especially

if the child is in immediate danger. Provide the information that you can and provide follow-up information as required.

When reporting suspected child abuse or neglect, the child welfare worker may ask about:

- The child's name, age, address, and phone number
- Any immediate concerns for the student's safety
- Why you believe the child needs protection
- Any statements or disclosures the student has made
- The alleged offender's name, address, and relationship to the child, if known.
- Any other children, such as siblings, who may be involved or at risk
- Any previous incidents or concerns for the child
- Any other relevant information such as the student's language, culture, disability or special needs

The *Child, Family and Community Service Act* (CFCSA) requires that anyone who has reason to believe that a child has been or is likely to be abused or neglected, or that the parent is unwilling or unable to protect the child, MUST report the suspected abuse or neglect to a child welfare worker or directly to the police if a child is in immediate danger. As "service providers," it is incumbent on all to be aware of and alert to signs of child abuse or neglect and to be knowledgeable about how to respond when concerns about child abuse or neglect arise.

### **Appendix 3**

#### **Legislation and Government Protocols**

The following legislation and protocols are in place to protect the safety and wellbeing of children:

a) The *Child, Family and Community Service Act*, available online at [www.qp.gov.bc.ca/statreg/stat/C/96046\\_01.htm](http://www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm)

b) The *Criminal Code of Canada*, available online at <http://laws.justice.gc.ca/en/C-46/>

c) *Freedom of Information and Protection of Privacy Act*, available online at [http://www.bclaws.ca/EPLibraries/bclaws\\_new/document/ID/freeside/96165\\_01](http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/96165_01)

d) *Youth Criminal Justice Act*, available online [www.justice.gc.ca](http://www.justice.gc.ca)

e) *The BC Handbook for Action on Child Abuse and Neglect – For Service Providers*, available online at [www.mcf.gov.bc.ca/child\\_protection/pdf/handbook\\_action\\_child\\_abuse.pdf](http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf)

[www.mcf.gov.bc.ca/child\\_protection/pdf/handbook\\_action\\_child\\_abuse.pdf](http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf)

f) *Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report*, available online at [http://www.mcf.gov.bc.ca/child\\_protection/pdf/child\\_welfare\\_your\\_role.pdf](http://www.mcf.gov.bc.ca/child_protection/pdf/child_welfare_your_role.pdf)

### Policy Statement

St. John's Academy prohibits acts of harassment or bullying. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and school's ability to educate its students in a safe environment.

This policy also underlines the seriousness of harassment (at times referred to as bullying) in schools and urges all employees and students to work toward its elimination either as a participant or an observer.

*St. John's Academy will take disciplinary measures, corrective action, or any other appropriate action as is deemed necessary and as outlined in this Policy against any person who is found to have bullied or harassed another.*

This policy addresses conduct taking place on school grounds, at any school-sponsored activity, on school-provided transportation, or any official field trip. The policy is in effect for all who are hired/registered at the school: Both staff and students.

### Definition:

**Bullying and harassment** includes any inappropriate conduct or comment by a person towards another individual that the person knew or reasonably ought to have known would cause that individual to be humiliated or intimidated. It can be related to unwelcome or objectionable conduct or comment that would be considered discriminatory under the Human Rights Code, if the conduct or comment was in respect of any of the following prohibited grounds:

- race or culture
- political belief
- conviction for an offence
- sex
- colour
- religion
- ancestry
- age
- physical disability
- marital status
- place of origin (birthplace)
- sexual orientation
- mental disability
- family status
- ability/inability

Bullying and harassment include complaints that are not based on the prohibited or protected grounds set out in the Human Rights Code, but also on other forms of mistreatment, that have the purpose or effect of intimidating or isolating an individual.

Examples of conduct or comments that might constitute bullying and harassment include:

- verbal and non-verbal aggression or insults
- calling someone derogatory names
- harmful hazing or initiation practices
- vandalizing personal belongings
- spreading malicious rumours

\*St. John's Academy acknowledges that staff members also fall under the umbrella of the anti-bullying policy. Therefore it will ensure that all of its members are conducting themselves in professional manner without resorting to verbal or physical violence. All forms of profanity or other abusive/violent speech use by staff are unacceptable and will be grounds for termination for failing to provide safe and secure model for students.

**Sexual harassment** is any verbal, written or physical conduct, comment, gesture or contact of a sexual nature that may cause offence or humiliation or that might reasonably be perceived by the subject of the harassment as placing a condition of a sexual nature on employment or on any opportunity for training or promotion.

Examples of sexual harassment include but are not limited to:

- unwelcome remarks, questions, jokes, innuendo or taunting, about a person's body or sex, including sexist comments or sexual invitations
- verbal abuse and threats of a sexual nature
- leering, staring or making sexual gestures
- display of pornographic or other sexual materials in the form of degrading pictures, graffiti, cartoons or sayings
- unwanted physical contact such as touching, patting, pinching, hugging
- intimidation, threat or actual physical assault of a sexual nature
- sexual advances with actual or implied work related consequences

In the implementation of this policy, administration will establish and review this policy to ensure that all employees understand what constitutes personal and/or sexual harassment and bullying.

## Procedures

Bullying and harassment are not only school disciplinary matters but are illegal under Canadian law. So is victimization of those who report bullying. Bullying and harassment can occur wherever people work or play together.

Sometimes people do not realize that their behaviour can be harmful and unfair to others, and also against the law.

In all cases of bullying/harassment:

1. Every effort will be made to support person(s) who experience bullying.
2. Every effort will be made to work with the person(s) who is(are) bullying.
3. The school acknowledges that bullying and harassment can occur to anyone on campus and involved person(s) will be encouraged to report each incident to the school and their guardians if they are minors.

Persons alerting responsible mature ones to acts of bullying will be protected from victimisation. The School will take all reasonable steps to prevent retaliation by a person against the reporter of a breach of this policy. All parties involved in a complaint of bullying will be treated fairly with the complaint resolved as quickly as possible. The parents or caregivers of all involved persons will be contacted and informed of the incident if the involved persons are students and are minors.

Monitoring and follow-up will take place to ensure the bullying ceases.

## Methods Used in the School to Address Bullying/Harassment

1. If found to have taken place then, at least two members of the school administrator will talk with the child/children involved either separately or as a group. Specific (and sometimes very detailed) questioning about any background or history to the incident may be asked.

These include questions about previous incidents or the relationship with the alleged bully and whether any possible provocation or misunderstanding has occurred.

2. The person who claims to have been bullied will be interviewed and may be asked to give an account of the problem orally or in writing. As soon as possible the accused person will be seen and informed of the allegation. The person will provide his or her version of the events. Specifically, he or she will be asked to comment on whether the allegation is true. Other relevant questions may also be asked.

3. If it is clear that bullying or harassment has occurred, a letter will then be sent to all involved informing them of the details of the incident and what the process has been up to that point and a full and detailed record will be kept of all reports, meetings, interviews and strategies a copy of which will be filed by the Pedagogical Manager.

4. The students involved will be advised of the findings.

5. The person accused will be taken through the events and the inappropriateness of harassing behaviour will be fully explained. Responses, such as "I was only joking" or "He's too sensitive" and the like will be explained as unacceptable. The expected future behaviour will also be set out.

6. At this point resolution will normally occur, with both parties understanding how they must act appropriately in the future.

7. The student involved in the harassment will be seen regularly over the next few weeks and periodically after this to determine whether the bullying behaviour has ceased. If the bullying behaviour does not recur, the matter will end.

*St. John's Academy will take disciplinary measures, corrective action, or any other appropriate action as is deemed necessary and as outlined in this Policy against any person who is found to have bullied or harassed another. This includes suspension or expulsion from school in case of student offender, or termination of employment for staff/teachers*

St. John's Academy is committed to a safe and supportive environment for all. We take all threatening comments and behaviours seriously. Students, staff and parents should be aware of the School's Violence Threat Assessment.

### ***What is a Threat?***

- A threat is an expression of intent to do harm or act out violently against someone or something
- A threat may be verbal, written, drawn, posted electronically or made by gesture
- A threat may include any high risk behaviour such as possession of a weapon

### ***What is Threat Assessment?***

Threat assessment is a process that is followed when a school becomes aware of a threat made against a student, staff member, or the safety of the school building and its occupants. When any form of a threat is made, a threat assessment team will investigate and appropriately enact the Violence Threat Risk Assessment Protocol. A threat assessment team is made up of individuals who have received formal threat assessment training.

### ***What parents and students need to know***

- Any threat must be reported to the school administration, counselor or some other trusted adult
- Investigation may involve the police and / or other community agencies
- Investigation may involve locker or personal property searches
- Interviews will be held with the threat-maker and other students or adults who may have information about the threat
- Parents of students who are directly involved will be notified
- Threatening behaviour may result in discipline for a student
- An intervention plan may be developed for the student making the threat and a support plan developed for any individuals targeted by threats.

### ***Everyone has a duty to report***

Often when we hear in the media about a violent incident, we learn that the threat-maker had made threats in advance of acting violently. To keep our school communities safe, students, parents, staff and community members must report all threat related behaviours and high-risk activities.

# Health and Safety Policies

## Health and Safety Committee

### Terms of Reference

#### 1. Name of Committee

The name of the committee is St. John's Academy Health and Safety Committee.

#### 2. Purpose of Committee

In compliance with the Workers' Compensation Act and WorkSafeBC Occupational Health and Safety Regulation, the Worksite Health and Safety Committee is a joint committee made up of employee and employer representatives consulting in a cooperative spirit to identify and resolve health and safety problems in support of a planned occupational health and safety program in the place of employment.

#### 3. Duties and Functions of the Committee

A Worksite Health and Safety Committee has the following duties and functions in relation to its workplace:

- a) to identify situations that may be unhealthy or unsafe for workers and advise on effective systems for responding to those situations;
- b) to consider and expeditiously deal with complaints relating to the health and safety of workers;
- c) to consult with workers and the employer on issues related to occupational health and safety;
- d) to make recommendations to the employer and the workers for the improvement of the occupational health and safety of workers;
- e) to make recommendations to the employer on educational programs promoting the health and safety of workers and compliance with the Workers' Compensation Act and the WorkSafeBC Occupational Health and Safety Regulation and to monitor their effectiveness;
- f) to advise the employer on programs and policies required under the regulations for the workplace and to monitor their effectiveness;
- g) to advise the employer on proposed changes to the workplace or the work process that may affect the health and safety of workers;
- h) to insure that accident investigations, violent incident investigations and regular inspections are carried out as required by the Act and the regulations;
- i) to participate in inspections, investigations and inquiries as provided in the Act and the regulations;
- j) to carry out any other duties and functions prescribed by regulation.

#### 4. Composition of the Committee

- a) The committee shall consist of a minimum of 4 members, representing employees and the employer.
- b) The employee representatives will be delegated from each of the employee groups and the employer's representative(s) will be appointed by the employer.
- c) It is recommended that each member of the committee have an alternate member who can attend the meeting when the regular committee member is not available to attend. Alternate members will be responsible for keeping abreast of health and safety issues by reading the minutes

**NOTE:** The worker groups at each site are to determine amongst themselves if a different worker representative composition than the suggested list above is best to serve the site.

#### 5. Chair of the Committee

The chairs shall decide between them on how they will share the duties of the co-chairs that are listed below:

- ❖ chair all committee meetings and preserve order
- ❖ prepare the agenda
- ❖ arrange the meeting place and notify members of the meeting
- ❖ ensure minutes of the meetings are kept and distributed to members of the committee
- ❖ ensure a copy of the approved minutes are posted at the worksite (last 3 meeting)
- ❖ ensure a copy of the approved minutes are forwarded to the District Health and Safety
- ❖ Jointly correspond to the District on behalf of the committee when required.

## 6. Records of the Committee

- a) The committee will keep accurate record of all matters that come before it.
- b) Minutes of the committee meetings, once approved, will be posted at the worksite for a minimum of three months.

## 7. Meeting of the Committee

- a) The committee will meet once a month of each month during the school year, September through June, unless notified otherwise
- b) Special meeting, if required, will be held at the call of the co-chairs.
- c) A quorum for a meeting shall exist if at least one worker representative and one employer representative are in attendance, and the employer representatives do not outnumber the worker representatives present.
- d) The committee will add procedures it considers necessary for the meetings.
- e) Members of the committee are expected to attend all meetings. If a member is unable to attend for any reason, they are responsible for advising their alternate to attend in their place.
- f) If a committee member misses more than 2 consecutive meetings without having an alternate attend, they shall be replaced on the committee. The selection of the replacement member shall be in accordance with Part 5 of these Terms of Reference.

## 8. Agendas and Meeting Minutes

- a) An agenda will be prepared by the co-chairs and distributed to members prior to the meeting.
- b) Minutes will be prepared as soon as possible after the meeting and will be forwarded to the employer, who will distribute copies as follows:
  - ❖ one copy to each committee member and alternate
  - ❖ one copy to be sent to the District Health and Safety Officer
  - ❖ one copy to be posted on the Health and Safety bulletin board at the site.

## 9. Amendments

These terms of reference may be amended by majority vote of the committee members.

Committee Members:

Head of Health and Safety	Kristy Grainger
Teacher	Miri Kim
Administrator	Dr. Meadows
Teacher	Jeremiah Yao
Office	Breeze Doner

\*All committee members answer to: The Principal and the Director of the school

## Classroom Safety

- 1.** All classrooms should be locked along with their windows once the instruction is over by the last instructor present in the room. This does not simply apply to the final period but rather applies to all individual classes.
- 2.** During the class-time, a student's safety chiefly falls on the instructor for the entire duration. The instructor is responsible for knowing where the student is and will be. The instructor should inform the administration staff if he/she will be unable to supervise a student.
- 3.** All personnel with keys to classrooms or buildings are to keep them safe and secure. The keys are to be returned when asked by the administration / maintenance / board of directors without delay. Lost keys must be replaced and remunerated by the one who loses it.

## First Aid

### Policy Statement

This first aid procedure template has been provided to enable worksites to insert and amend information in order to produce a site specific first aid procedure. Names of designated first aid attendants and their contact information need to be completed. The procedures for summoning an ambulance need to be customized to include the entrance that emergency services staff should enter. There may be different entrances to use depending on where in the building the injured person is located.

### First Aid Attendant Names and Schedule

#### Primary First Aid Attendant:

Kristy Grainger		First Aid & CPR
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#### Back up First Aid Attendant(s):

Miri Kim		First Aid & CPR
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#### DAILY FIRST AID ATTENDANTS ON CALL SCHEDULE:

Monday	Tuesday	Wednesday	Thursday	Friday
Kristy Grainger				
8:50 – 4:00	8:50 – 4:00	8:50 – 4:00	8:50 – 4:00	8:50 – 4:00

Miri Kim will cover as On Call attendant if designated attendant is absent.

**NOTE:** The above schedule may change based on staff absences or duties, but the school office will have the name of the current On Call attendant.

Administration will ensure coverage for an alternate first aid attendant's assignment to free the attendant to deal with First Aid matters as needed.

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School with less than 50 staff regularly at the worksite at one time has the following minimum services, equipment and supplies available:

- Level 1 First Aid Attendants
- Level Two First Aid Kit located in the staff room on the main floor
- First Aid treatment area located on each level  
Main level treatment area: staff lunch room, and behind the front desk  
Second level treatment area: staff library  
Basement level treatment area: cafeteria

#### Authority of First Aid attendant over Treatment

- The first aid attendant is responsible, and has full authority, for all first aid treatment of an injured worker until responsibility for treatment is accepted at a place of medical treatment, by an ambulance service or by a person with higher or equivalent first aid certification.
- The first aid attendant does not have authority to overrule a worker's decision to seek medical treatment or the

worker's choice of medical treatment.

**If a staff member or student requires emergency first aid, (including maintenance staff)**

**1. Staff member or student should contact the office**

- in person if possible
- by message from a fellow staff member(s) if available or by cell phone if not (i.e. injury precludes moving)
- by message from responsible student if no adult is immediately available to respond (i.e. assuming injury precludes moving)

The person reporting the injury should indicate the nature of the injury, location of the staff member(s) or students(s), if any special first aid equipment if required, and if there is a likelihood of needing an ambulance or not.

**The first adult at the scene should:**

- ensure the accident scene is safe and that there is no further danger to first aid attendant or the injured staff member(s).
  - not move the injured person unless there is a high risk of further injury and it is safe to do so.
  - keep calm and do not leave the injured worker unattended.
  - be prepared to assist when directed by the First Aid Attendant.
- 2. Office Assistants will contact the designated on-call first aid attendant by telephone or sending a runner to respond to location. If on-call attendant does not respond **then administration will be notified and 9-1-1 will be called if necessary.****
- 3. On-call first aid attendant will apply appropriate first aid to injured staff member and determine the need for injured worker to seek medical aid and any transportation considerations. First aid attendants will consult with the office to determine how to transport staff that require transportation to medical aid, but that do not require an ambulance.**
- 4. On-call first aid attendant, in consultation with fellow attendants if necessary, will call 911 if injury requires response beyond the school's capacity to respond fully. First aid attendant will report the following information to the 9-1-1 dispatcher:**
- it is a workplace accident
  - a brief description of the injuries
  - number of injured people
  - if first aid is attending, en route, or not available
  - whether victim(s) are conscious or unconscious
  - the complete site address with specific directions or detail of location if necessary
- 5. School administration must be informed. School administration/first aid responder (or designate) will meet the ambulance at the predetermined location **likely the office.****
- 6. If the cause of the injury was deemed to be resulting from a violent incident with either student or adult, administration will ensure the injured staff member completes a Violent Incident Report in a timely fashion and the incident is investigated.**

**If a staff member or student requires NON-emergency first aid,**

- 1) Staff member can seek out a first aid attendant on their own in a timely fashion.
- 2) Record accident on Investigation Report Form.
- 3) If the cause of the injury was deemed to be resulting from a violent incident with either student or adult,

administration will ensure the injured staff member completes a violent incident report in a timely fashion and the incident is investigated.

### Health and Safety Orientation

The following is intended to provide you with a site specific safety orientation to **St. John's Academy**. After reading the following information, contact **Dr. Meadows** for clarification on any item and to complete the record of training.

- The Supervisor of this school is **Dr. Meadows**
- *Emergency Response Manual* (red covered flipbooks) posted in the office and classrooms.
- Emergency Services (RCMP, Fire, Ambulance) can be obtained by calling **911** from any phone and then informing the Office.
- Report work-related injuries or violent incidents to **Dr. Meadows**
- Report general hazards observed to **Dr. Meadows**
- Report concerns over Indoor Air Quality to **Dr. Meadows**
- In the event of an evacuation/fire alarm, evacuate and assembled **by the parking lot in the lane. If needed to the Park 2 blocks north.**
- Summon a first aid attendant in an emergency by **contacting the office**.
- For non-emergency first aid please contact one of the following designated first aid attendants Miri Kim and/or Kristy Grainger.
- Health and Safety information can be found on the bulletin board located **on the eastern end of the second floor hallway.**
- Forms for reporting injuries or violent incidents are available from the school office.
- The health and safety committee members for this school are:

### Location of Emergency Equipment

- The First Aid Room and supplies are located:
  - *First Floor: in the front office below the TV and in the cabinet in the Learning Centre/Meeting Room*
  - *Second Floor: On top of the gray bookshelf on the left side of the door in the Teachers Office*
  - *Basement Floor: In the small white drawer with a microwave on its top in the Cafeteria*

Fire Drills: The Fire Code requires that schools hold **(3)** fire drills with complete building evacuations in each of the fall and spring terms for a total of **(6)** a school year.

Earthquake Drills: There should be several drills of just Duck, Cover and Hold to ensure the initial procedures are automatic for students. The Duck, Cover, Hold drills may be done as a whole school or individual classes. At least **(3)** full evacuation drill should include setting up and practicing the student release procedures.

Lockdown Drills: It is suggested that schools hold the first lockdown drill without students present to ensure there are no problems implementing the lockdown procedures. At least **(2)** drills a year should involve the students and appropriate post drill information should be sent home with the students.

## Fire Procedure

1. Teachers leave the room with students, closing all doors behind them. Do not go to other areas to get coats or personal items. Students must evacuate in orderly, single file fashion. Students who are away from their classrooms at the time the alarm sounds must proceed to the assigned exit and meet with their class at the muster-point. If the attendance sheet is still with the teacher, he/she must collect and bring it to the mustering area.
2. The Assistant Registrar/Advisor must collect attendance sheets and the student emergency contact list before evacuating the building.
3. If you have discovered a fire and the alarm is not sounding, activate the building fire alarm system by using the nearest emergency exit on your way out of the building.
4. Evacuate the building using the closest staircase and using the assigned or safest nearest exit. If it is not possible to exit out of the nearest exit, use an alternate exit.
5. Once outside, if there are no emergency vehicles present, the Principal or his/her designate will call 911 and give the building address and any other relevant information.
6. The muster-point in case of a fire is behind the school building in the back alley off of Yukon Street. If there is a need to evacuate further away, staff and students are to muster in Jonathan Rogers Park on Columbia Street. The Principal (Michelle Meadows) and Health & Safety Member (Kristy Grainger) will be in the foyer of the building where they can monitor the Fire Marshall's activities and respond as needed.
7. Students are to meet in the muster-point and remain there with their teacher. Teachers must re-check their student attendance at this time and report any missing students to the administrator: Counsellor or the Principal.
8. Students and teachers may only enter the building when the Fire Marshall has given the all clear and the Principal or his/her designate has released students to proceed.
9. Should there be damage in the school or the building is unsafe, parents/guardians will be informed and students will be dismissed from the muster-point. Students will not be allowed back in the building to retrieve personal items.

## Earthquake Procedure

1. Remain in your current location. Drop under heavy furniture such as a table, desk, or any solid furniture. Cover your head and torso to prevent being hit by falling objects. Hold on to the object that you are under so that you remain covered. Be prepared to move with the object until shaking has finished.
2. If you cannot get under something strong, or if you are in a hallway, flatten yourself or crouch against an interior wall and protect your head and neck with your arms.
3. Face away from windows. Do not stand in doorways.
4. Count seconds out loud for the duration of the quake. This will help keep students focused and calm and will allow you to identify how long the earthquake lasts. The longer it lasts, the more cautious everyone will need to be.

5. Once the shaking has stopped stay where you are unless your teacher, the Principal, Registrar or other school official tells you to leave.
6. If the fire alarm goes off, follow the procedure above.

### **Outdoors- Staff Procedures**

Direct students to DROP and COVER in a clear area away from buildings, power poles and overhead wires.

Make yourself as small as possible, covering head and neck with hands.

After the shaking stops, check area for hazards.

Instruct students to stand up and check themselves for injuries.

Have students check peers around them for signs of injury.

Wait for remainder of school to evacuate.

Report to Command Centre.

Assist with treating minor injuries.

Call 9-1-1 Fire Department to report, and request ambulances as needed.

A full assessment of the building should be done before re-entry.

***Aftershocks are a result of the initial earthquake and can/may continue for weeks after a major earthquake.***

***Aftershocks should be treated the same way as the initial earthquake with individuals always being prepared to DROP, COVER and HOLD.***

### **Emergency Lockdown Procedures**

1. Contact the front desk and phone 911.
2. An emergency lockdown will be announced by someone from the front office who will contact the classrooms.
3. STAFF check hallways and washrooms for students and direct them to the nearest classroom.
4. STUDENTS in hallways are to seek shelter in the nearest classroom.
5. Lock and/or barricade classrooms and other doors.
6. Classrooms with windows should leave **lights on**, and blinds open.
7. Sit or stand in an area that is out of sight from doors and windows. Remain quiet until **All Clear** is announced.

**Notes:** A lockdown supersedes fire alarms. If the fire alarm sounds, **DO NOT** evacuate the building unless:

- a) You have first-hand knowledge that there is a fire in the building.

b) You have been advised to evacuate the building.

Do not use cell phones in classrooms.

**Lunch Hour and Extracurricular Activities:**

Should a lockdown be required during lunch hour, class change or extracurricular activities, students should be immediately moved out of the hallways into open classrooms.

Available teachers/staff should open their classrooms or other available rooms in their immediate vicinity and proceed with lockdown precautions.

**Classes outside the Building:**

If a threat occurs while a class is being held outside of the building, the school will notify that group, and it should immediately move to an alternative location such as a park.

**Emergency Lockdown Procedure (Outside Threat)**

1. The preceding information outlines the emergency lockdown procedures for a situation in which the threat is within the school building.
2. If the threat is outside the building (for example, in the neighborhood), the doors leading outside will be locked so that no one can enter the building. Staff will be posted at each door.
3. An announcement will be made to inform staff and students of the threat and the conditions of the lockdown.
4. Students and staff will not be allowed to leave the building until the threat is over.

**Information to Parents/Guardians:**

If an actual lockdown occurs, administration will attempt to prepare an email to be sent to parents that day.

**Alternate Emergency Signals and Responses**

**Lockdown**

Lockdown situations occur when it is necessary to secure staff and students from possible danger in the hallways. For example: an armed intruder in the building, toxic leak outside the building.

The following chart provides details:

### SCHOOL SAFETY ALERT SYSTEM

 <p><b>CODE RED</b> (announced over intercom) <b>Full Lock Down</b></p> <p>The exterior doors of the school shall</p> <ul style="list-style-type: none"> <li>• Be locked if the threat is outside</li> <li>• Not be locked if the threat is within.</li> </ul> <p>Room doors will be locked. No movement inside the school.</p> <p><b>INSIDE BUILDING</b></p> <ul style="list-style-type: none"> <li>• Gather students into nearest classroom</li> <li>• Check the hall/washroom for passing students/staff and direct them to immediately enter the classroom.</li> <li>• Close and lock room door(s).</li> <li>• Close windows and blinds/shutters</li> <li>• Keep students away from doors, windows and outside walls.</li> <li>• Teacher to instruct students to duck and cover</li> <li>• No one admitted once door secured.</li> <li>• Remain calm and reassure students</li> <li>• No talking</li> <li>• Record names of those present and list any missing</li> <li>• Adult answers classroom phone.</li> <li>• Administrator to keep text list of staff &amp; provide periodic situation updates.</li> <li>• Direct students &amp; staff to turn off cell phone ringers.</li> <li>• Follow directions of Principal/VP or RCMP</li> </ul> <p>Remain in secured rooms until <b>CODE GREEN – ALL CLEAR</b> is given by Principal/VP or RCMP.</p> <p><b>OUTSIDE BUILDING</b></p> <ul style="list-style-type: none"> <li>• Do not enter building. Go to designated offsite assembly area and wait for RCMP.</li> <li>• Record the names of persons in your care</li> <li>• Remain in place until <b>CODE GREEN – ALL CLEAR</b> is given by Principal/VP or RCMP..</li> </ul>	 <p><b>CODE YELLOW</b> (announced over intercom) <b>Perimeter Lock Down</b></p> <p>The exterior doors of the school will be locked to allow limited movement inside the school. No one will be allowed to enter or exit the school.</p> <ul style="list-style-type: none"> <li>• Keep students in classroom unless otherwise directed.</li> <li>• Close door</li> <li>• Students outside classroom must go where directed</li> <li>• Classes outside building to proceed into the building.</li> <li>• Principal to ensure the exterior doors are locked.</li> <li>• Remain in place until <b>CODE GREEN – ALL CLEAR</b> is given by Principal/VP or RCMP</li> </ul>	 <p><b>CODE GREEN</b> (announced over intercom) <b>All Clear</b></p> <div data-bbox="1036 716 1390 831" style="border: 1px solid black; padding: 5px;"> <p>Note: it is recommended to keep the locks of classroom door(s) in the locked position at all times so it is easy to secure the room if necessary.</p> </div> <div data-bbox="727 1045 1289 1213" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p align="center"><b>CLASSES NOT IN SESSION</b> (before/after school, lunchtime, between classes)</p> <ul style="list-style-type: none"> <li>• Direct all staff and students to the nearest room where space is available</li> <li>• Follow procedures under Code Red or Code Yellow as appropriate.</li> </ul> </div>
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Revised February 2012

## Natural Gas Leak

In the event that the fumes are identified as a natural gas leak from within the building, the evacuation of the school should be immediate and consideration should be given to moving the customary marshalling area to a location more distant from the school.

School doors should be locked to prevent access until the building is declared safe for entry.

- Order the school evacuation via the PA system or runners. DO NOT use the fire alarm.
- Contact 9-1-1 and report the situation.
- Contact the delegate and report.
- Move the student marshalling area to a further location from the building.

## Bomb or Suspicious Device Procedures

Bomb threat phone call:

When a bomb threat call is received, remain calm and be courteous. Listen and do not interrupt the caller.

Initiate trace after call ends prior to using the line again by dialing \*57 immediately.

### Questions to ask:

What time will the bomb explode?

- Where is the bomb located?
- What does it look like?
- Where are you calling from?
- Why did you place the bomb?
- What is your name?
- Notify school Principal

### Teacher or Supervising Adult:

- Do not touch or approach a bomb or suspicious device.
- Notify the school office immediately.
- Avoid use of two-way radios and cell phones, computers and faxes.
- Avoid causing vibrations (e.g. from running, fire alarms and other movement) since they can detonate some devices.
- Get students out of the immediate area and wait for directions from the school office.
- Follow the principal's instructions for appropriate emergency procedures.
- Account for all students and remain in designated area.

### Administrative and Support Staff:

- Issue appropriate emergency procedures.
- Call 9-1-1
- Notify all students and staff of the potential danger.
- Work with police and fire officials to determine the nature of the device.

### Search Guidelines:

- Search your immediate or assigned areas.
- Search all unlocked cupboards, drawers, shelving, and flooring.
- Do not touch any suspicious objects.
- Report any suspicious packages to School Administration.
- Staff member sees suspicious package.
- Staff moves students to a safe area & assigns supervision of students to another staff member.
- Staff member immediately & personally reports package details to School Administration.
- School Administrator assess suspicious package information.
- If package suspicious - enact immediate evacuation by Fire Alarm and call 9-1-1(if emergency services not on site).

## Maintenance/Operations Team Leader

Name: **Dr. Meadows**

Alternate: Kristy Grainger

### Purpose/Scope of Abilities

Organizes, coordinates, and supervises Utilities shut-down, damage assessment, and arranges transportation and shelter.

### Responsibilities

- Arranges building/impacted area is sealed off and the **Security Officer** takes necessary steps to ensure people do not re-enter unsafe areas.
- Receives building hazard reports made by staff as they were exiting the site. Ensures hazards have been identified and efforts made to 'repair' damage/hazards.
- Advises the **Shelter Coordinator** to start assessing shelter areas if additional (or long term) shelter is needed.
- Coordinates correspondence within Facilities and Transportation team members.
- Issues status reports to **Information Officer**.
- Facilitates post-response debriefing and evaluation sessions with Facilities and Transportation response team members.
- Participates in district and/or public post-response debriefing and evaluation sessions.
- Establishes command/emergency operations post at location designated on site map(s).

**NOTE:** The Commander should NOT leave the post – delegate!

- Ensures all classes have been evacuated and the building is empty. Ensure area is sealed off to contain risks and to prevent unauthorized re-entry by students or others.
- Keeps record of Response Centre directors/coordinators that have checked in. Review staff lists for those able/unable to assume assigned duties.
- Reassigns duties as necessary.
- Checks that emergency equipment and supplies have been located and delivered to the appropriate response stations.
- Updates the Assistant Superintendent on situation status.
- Creates a time and information logs and/or tracking system of activities, resources, and the different stations status.
- Confirms that the First-Aid Post is established and triage support begun if necessary.
- Examines reports of missing/injured/possible hazards from Marshalling Area Reports.
- Allocates resources once received requests from **Information Officer**.
- Passes on information and delegate duties to response stations.
- Makes sure all response stations have been set-up. Provide assistance if needed.
- Acts as central authority of all response stations.
- Determines need for and probability of outside support arriving.
- Coordinates lay person volunteer activities and disseminates volunteers to response centers needing extra assistance.
- Facilitates and participates in post-response debriefing and evaluation sessions.

## First Aid Post

Designated First Aid Attendant: Kristy Grainger, Miri Kim

### Responsibilities:

- Reports in to **PRINCIPAL**
- Identifies and establishes First-Aid Post at selected location as indicated by the site map(s).
- Ensures staffs with First-Aid designation have reported to First-Aid station.
- Checks contents of Emergency Response Kit.
- Sets up ground cover tarps/cover/blankets/other as necessary.
- Establishes tracking and recording system.
- Joins the First-Aid attendants in treating injured, beginning with the most life-threatening injuries.
- Stabilizes injured and decides if ambulance is needed.
- Ensures families of hospitalized students/staff are notified of condition and whereabouts.

## Staff Supervisor Marshalling Area

Name: Back Alley of the School

Alternate: Jonathan Rogers Park on Columbia Street

Purpose: Determine location of Marshalling area and how students/staff to be grouped.

Responsibilities: Create reporting system and types of information to go to Command Post

Specific form includes the following information. Form kept in each class and if applicable in outside emergency storage areas:

- Students/staff/others - in marshalling area or accounted for
- Students/staff/others - missing and presumed still in building
- Hazards noted in building (where and type of hazard)
- Students/staff/others - injured and sent to first aid post
- 'covering off' details

## Dismissal of Students/Parent Communicator

Breeze Doner

- Any dismissal of students – call parents first.
- If the decision to dismiss students during regular school hours is authorized, parents or emergency contacts must be contacted before students can be dismissed from the school. **Parent contact is essential.**

## Homestay Policy

St. John's Academy (SJA) is committed to ensuring that our international students live in a safe and secure environment while they are studying at SJA. We do not arrange homestays directly. We have had a history of working with two trusted homestay providers and recommends that parents/guardians and agents use their services. That being said, parents/guardians or agents are under no obligation to use their services.

All minor students are to live in a homestay.

### **1. Homestay placement by SJA recommended homestay providers (LVH and JW Homestay):**

LV and JW Homestay Providers both have a network of host families interested in other cultures and value the friendship of their international students. Their host families provide a safe and comfortable English-speaking environment that enables students to develop their use of English and learn about Canadian culture.

LVH and JW Homestay services are subject to **BC K-12 International Student Homestay Guidelines** which outline their responsibilities in screening and monitoring homestay arrangements.

To promote the best possible homestay experience for international K-12 students, homestay program providers should:

1. Maintain a homestay screening process for host families and for international students to determine suitability. The host family screening process should be published and should include: a. Scheduled home inspections and host parent interviews; b. Scheduled criminal records check for all adult household members; and c. Reference checks for the host family parent(s) where required.
2. Gather appropriate and up-to-date personal records/contact information for the student, parent/guardian, custodian and/or host family, including: a. Legal first and last names (i.e. as they appear in a passport); b. Gender; c. Age; d. Relevant medical information; e. Country of residence; f. Address; and g. Contact phone number and email address.
3. Ensure that all data collected and any information distributed by the homestay program provider complies with protection of privacy legislation.
4. Develop and deliver a comprehensive training program for new host families to ensure familiarity and understanding with best practices and develop a process for regular host families to stay current with best practice.
5. Place no more than two international students with a host family at the same time.
6. Avoid concurrently placing both adult and minor international students in the same home.
7. Inform the host family of potential student placements by using a standardized student profile form that includes the dates of accommodation, special requirements, and relevant medical and behavioral background.
8. Liaise with the student, school, host family and parents/guardian and provide each with support.
9. Communicate with international students and host families on a regular basis.
10. Implement and maintain quality assurance and program evaluation mechanisms.
11. Offer conflict resolution services (and the opportunity to reach consensus) to both the host family and the international student.
12. Maintain clear, published standards and procedures relating to homestay, including procedures for the dismissal of host families in warranted cases and procedures for transferring students to a different host family.
13. Develop separate reference manuals for host families and for international students (and their parents) that describe

relevant legislation, standards and procedures. Manuals should contain standards and procedures applicable to the full range of a host family's and an international student's homestay experience.

14.

Per diem and monthly homestay fees; c. Services included with fees; d. Additional fees (e.g. airport pick-up or drop-off or storage fees); and e. Refund policy.

15. Provide, as appropriate, the international student with access to a person who can speak the student's primary language.

16. Share medical or mental health concerns that arise during the course of the homestay with the international student program, the host family, the custodian or the student's parent/guardian(s) as appropriate.

17. Provide additional standards and procedural supports and requirements for younger homestay students as appropriate.

18. Publish the homestay program provider's legal limitations.

19. Inform international students who are about to be placed with a host family about the BC Children's Helpline (310-1234) (No area code required), which operates twenty-four hours a day, year round, and may be called in cases where the international student feels he/she is being mistreated or unsafe in the home or at school.

Further information is accessible at the following link:

[https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/international\\_education/home\\_stay\\_guidelines.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/international_education/home_stay_guidelines.pdf)

LVH and JW Homestay companies support:

- ❖ Airport pick up service
- ❖ A safe and friendly home life
- ❖ Proper guidance and caring supervision
- ❖ Three meals each day
- ❖ A private room furnished with a bed, dresser, and desk
- ❖ The use of a television, telephone, laundry facilities and Wi-Fi

## Homestay Application Procedure

- a) A student needs to request the homestay service ***at least 2 weeks before*** the intended first day of stay with the host family. The student will be responsible for arranging their own accommodation if the student fails to make the request within this period.
- b) St. John's Academy works with two homestay service providers; ***JW Homestay and Liane's Homestay***. Please choose one, complete the Homestay Application Form (see attached) and submit it to the school with the required homestay fees. Applications will be processed after payments are received by the school. The homestay placement fee is non-refundable. The first month of homestay fee will be paid to St. John's Academy. Additional months of homestay will be paid directly to the host family.
- c) If airport pickup service is needed, please let the school know your arrival details including arrival date, arrival time, flight number, and phone number. The host family will meet you at the airport, holding a sign with your name. In addition, the host family would like to know if anyone will accompany you to Vancouver. If yes, please let the school know if airport pickup is needed for that person in advance.
- d) It will take 2 to 3 weeks to find a suitable host family based on the choices and preferences you made on the Application Form. Please note, any special requests can be noted in the application form in advance, but we cannot guarantee as it depends on the host family.
- e) Students will receive a profile of their host family, with contact information. Airport pick up instructions will be attached if it was required at application time.
- f) A ***one-month notice*** must be given to both host family and St. John's Academy to request moving out of the homestay. If proper notice is ***not given***, the student must pay an additional half-month homestay fee to the host family as a penalty fee.
- g) If students have any problems or conflicts pertaining to their homestay, they should report the matter to SJA school advisors directly. SJA school advisors will contact the homestay providers to inform them of the issue. LV and JW Homestay coordinators will always insist that host families and students engage in open and honest conversation to resolve the issue. If there is any need of re-location of a homestay, then the homestay company will provide the re-location service and the service charge may be applied.

## **2. Private and or Independently Arranged Accommodation by guardians/parents/ agents:**

- a) Guardians/ parents/ agents are responsible for a student's accommodation and must ensure that they are being placed in safe and secure living environments. These may include the homes of relatives and friends or with a host family. In the case of host families, their responsibilities are outlined in the BC K-12 International Student Homestay Guidelines (page 8).
- b) Guardians/ parents/ agents must provide SJA with up to date homestay information and any changes.
- c) If a student approaches SJA advisors with any concern or complaint regarding their current homestay situation, then SJA advisors will contact the student's guardians/parents/ agents directly to report the matter.
- d) Guardians/ parents/ agents must resolve the issue immediately with the communication between the students and homestay host families and report to SJA regarding the result of the homestay issue.
- e) SJA will follow up with students to make sure that their homestay situation has been improved or re-located in a new homestay arranged by guardians/parents/agents. SJA will keep the most updated homestay information in our student database and the student file.

### **3. Additional Information regarding Homestays and Studying in Canada**

- a) Appointment of a custodian by the parent/guardian who takes responsibility for the care of a student is a requirement for studying in Canada (unless the student is 19 or over, or a Canadian citizen). SJA maintains a record and has contact information for appointed custodians of each international student.
- b) SJA maintains contact information for each homestay family, and relies on custodians and parent/guardians to advise us of any changes to this contact information or living arrangements.

## Anti-Smoking Policy

St. John's Academy is a smoke-free school and endeavours to offer a safe and healthy environment for all visitors, students, and staff by ensuring there is no smoking within the school vicinity. This endeavour compels the school to enforce a campus-wide smoking-ban on tobacco, vapour products, cigarettes.

A student may be fined by both the school and the City of Vancouver, if caught by officials representing both organizations at the same time.

\*St. John's Academy defines "school vicinity" as within 15m of the school building/property.

***However, when wearing school uniform, place is subject to where student is. Meaning, while wearing our uniform, whether at school or off premises this policy is in effect. All evidence will be taken in for consideration.***

### Procedures:

Every student must sign the agreement sheet with the procedure listed below:

St. John's school bans all forms of smoking: All forms of tobacco including electronic cigarettes or chewing tobacco, cannabis, or any other substance that can be inhaled in smoke form.

On discovery of any individual violating the smoking-ban, the individual will first be given a warning and detention, the length and severity of which is determined by the counsellor or principal. The student will also have 100 dollar fine imposed, which may be deducted from the student's account. This incident will be recorded on Individual Education Plan (IEP) note and a school will send out email to both the student and parent/custodian for the documentation and record keeping of the incident.

Any individual committing second offense will be issued an official incident report letter from the school, which is intended for documentation and informing of the custodian/parent of the school's efforts to stop the offense. The student will also have 200 dollar fine imposed, which may be deducted from the student's account. This incident will be recorded on the IEP as Second Offense.

Any individual committing third offense will be suspended from the school for one full school-week and the incident will be reported to student, school, and parents/custodians. The student will also have 400 dollar fine imposed, which may be deducted from the student's account. The incident will be documented on the IEP as well as the Permanent Student Record (PSR) as willful and continued violation of school policies.

Any individual committing fourth offense will be deemed as health hazard and threat to school and student body and therefore will be dismissed and expelled from school with no refund in order to safeguard the non-offending students, staff, and visitors. The incident will be recorded on IEP and PSR with the information sent to school, student, and parent/custodian.

Each and every student will sign a pledge committing to abide by St. John's Academy's smoking-ban policy so that they are fully aware of the ban, and are in complete agreement with the ban and its enforcement.

I declare that I fully and thoroughly understand the above-mentioned rules and resolve to abide by the smoking ban imposed by St. John's Academy in the interest of myself, my peers, my teachers, and visitors. I consent to suffer each and all of the above-listed consequences should I be found guilty according to the ban's stipulation. I will not ask the school to revoke this decision. I will not deviate from the policy. I will, to the best of my ability, obey all stipulations contained in this ban.

Date:

Signed:

### Policy Statement

This policy is here to ensure it meets provincial requirements established by the Ministry of Health, such as the Guidelines for Canadian Drinking Water Quality for lead.

We have taken prompt steps to resolve elevated lead levels that are outside established guidelines on any drinking water quality test results, by;

1. tri-annual testing of the water supply for lead content is conducted and reports of the findings to make certain that the results comply with the Ministry of guidelines and made Independent Schools Branch.

In the event that testing finds drinking water concentrations of lead at or above the maximum acceptable level, St. John's Academy will:

- a. immediately inform the Independent Schools Branch of the issue.
- b. work collaboratively with the appropriate Health Authority to communicate the results of testing lead content in drinking water to parents, students and staff by describing the following;
  - rationale for testing lead in drinking water,
  - identify partnership with the Health Authority to work toward a solution,
  - state results of sampling,
  - identify mitigation strategies implemented or being consider by the authority, and
  - provide contact information for the authority and the Regional Health Authority for parents, students and staff to request further information.

St. John's Academy has established strong links with Coastal Health Authority to address other issues that affect the quality of water as prescribed under applicable provincial and federal legislation.

#### 2. St. John's Academy Lead Content in Drinking Water Mitigation Practices include

- Flushing regimes
- Deactivation of water sources and supplemental signage
- Installation of filtration systems
- Plumbing upgrades
- Or other steps that result in reducing the exposure to lead to acceptable levels

Commercial water is provided for student and staff consumption by WA-2 Water Company of Vancouver who provide technical assistance with troubleshooting to insure safe water supply and address any issues related to system.

3. Signage is posted in Student/Staff bathrooms and staff room kitchens warning against consumption of tap water for purposes other than washinghands.

## Student Attendance Policy

St. John's Academy is dedicated to providing the best quality of education for students. For a student to reach their full educational achievement a high level of school attendance is essential. An absence is defined as non-attendance in class. An absence can be either "excused" or "unexcused" as outlined below. Every attempt will be taken to convey to students and families the importance of regular attendance and punctuality.

The following reasons constitute an excused absence:

- Illness
- Medical/dental appointment
- Court date
- Funeral
- Religious Holiday
- Personal reasons/Extenuating circumstances If students you have a chronic medical issue, a valid doctor or physician documents must be submitted to the office before course registration.

To Excuse an Absence All excuse notifications must be sent via email to [attendance@stjohnsis.com](mailto:attendance@stjohnsis.com) and must be sent within 24 hours of the students' absence.

All "excuses" must include:

- Parent/Guardians name
- Student's full name (please spell last name) and ID number
- Date(s) of the absence
- The reason for the absence
- Telephone number where the guardian can be contacted during the day. If an email is sent after the 24 hours, the students' absence will NOT be excused.

**Students must provide a Doctor's note if they are absent for more than 1 day.**

### Consequences:

1 unexcused absence	1 Detention
2 unexcused absences	Meeting with Principal and Parent/Guardian
5 unexcused absences	No credit for course

A student who stops attending the course or school, will be expelled from the school for non-attendance, forfeit tuition fees, and the school will inform Immigration Canada providing student non-attendance record, which could lead to revocation of Student Visa and deportation to the country of origin. The current threshold for expulsion due to non-attendance is 15+ unexcused absences. A student who chooses to return to school after beginning of a new trimester, will be considered absent, and marked as "unexcused absence."

## LATE POLICY

1-19 Minutes	Students check in with front desk 1 day detention (same day)
20 or minutes more	Students must sign in at front desk Student will be marked absent Student will work in the office Students will be re-admitted into the classroom at break Same day detention

## Student Conduct Policy

The student code of conduct sets standards for appropriate student behaviors during school, a school-sponsored event, or when engaging in any activity which affects the school environment.

This code is used to ensure a Safe, Caring, and Orderly School environment where all students may learn, work, and grow. Our school is a diverse community of students, teachers, and staff who are responsible for contributing to the positive environment.

### Acceptable Conduct

- Respect self and others
- Actively participate in school and engage in learning
  - Attend classes, be prepared, complete all assignments, and respect classroom rules.
- Respect the school's facility and grounds
  - Keep school grounds clean and use our recycling program
- Promote safety of yourself and others
  - Report any concerns to a teacher or office staff
- Model responsibility, compassion, and respect for peers and neighbors in the community
- All visitors must report to the office
- Speak English during class, native language should only be spoken with the teacher approval or for emergencies

### Unacceptable Conduct

- Defiance (to school policies and administrative actions taken in loco parentis)
- Bullying and cyber-bullying
- Threats, intimidation, violence or harassment in any form
- Discrimination of any kind
- Retribution against a person who has reported an incident
- Theft, vandalism, or possession of any banned contraband
- Possessing or under the influence of controlled substance or alcohol
- Smoking or Vaporizing on school property or within 15 meters of school property
- Any conduct jeopardizing the school's culture, safety, or reputation

### Misuse of Technology or Other Articles

- Technology and articles should be used in a way that supports learning (at the teacher's discretion)
- Students may be subject to discipline or confiscation of personal property for misuse of technology or articles if it negatively impacts on the school's learning environment

### Consequences

Students will be disciplined in a timely and fair manner. Possible consequences include verbal warnings, detention, suspension, expulsion, and refusal to offer an educational program. Mandatory

consequences are required for some offences. Progressive discipline methods will be implemented to alter the inappropriate and/or unsafe behavior. Consequences will be preventative and restorative. Willful defiance of school policies will result in the consequence of most severe gravity.

### **Notification**

Students will be notified of the code of conduct during the school assemblies, on the student application form, in the student handbook, online, and on the notification board. Parents and guardians will be notified of serious infractions of the code of conduct when it is deemed appropriate. Authorities (police and immigration) will be notified for serious offences.

### **SCHOOL RULES**

#### **Lunch Time/Food and Drink**

Students must eat lunch in the school lunchroom and not in any of the classrooms. Students are encouraged to bring their own lunch; however, students may purchase food and drinks from nearby restaurants. Drinking water is available for all students in the lunchroom, and students should bring their own drinking container.

#### **Smoking**

There is absolutely **NO SMOKING** on school property or within 15 meters of a doorway or window, as per Vancouver Bylaws. This rule is strictly enforced by St. John's Academy and anyone who does not abide by it will have to deal with the consequences. Please look at the St. John's Anti-Smoking Policy agreement, which all students must sign before starting their semester, for detailed information.

#### **Parking**

There is currently **no parking available to students** behind the school. All parking spots are reserved by our school and other nearby businesses. Any unauthorized vehicle parked in reserved parking spots will be towed at the owner's expense.

#### **Drugs and Alcohol**

Drugs and alcohol of any type are **unacceptable** at St. John's Academy. Anyone caught with drugs or alcohol, at school or on school trips, will immediately be expelled from school permanently. The same will apply to students who use drugs or alcohol before coming to school.

#### **Dress Code**

Proper uniform must be worn at all times. Ties done up, white undershirt, black shoes. No outside jackets. At no time should a student's clothing have any inappropriate language, pictures, or designs and no references to alcohol, smoking, drugs, or sex. In addition, there must be no mini or micro-mini shorts or skirts, see-through or revealing clothing. The allowed skirt length for girls is 1 inch above the knee. For boys the trousers are expected to be of regular width; not too tight or baggy. Students arriving at school in unacceptable clothing will be sent home and allowed to return to school only when they have changed into something acceptable. Students are allowed to dye their hair as long as it is within natural hair colour hue range: (i.e: Black, Dark Brown, Brown, Blonde, Red) Bleaching or coloured (highlights) streaks are not accepted except for approved special occasions or purposes.

**Valuables and Money**

Valuables and large sums of money should be left at home. Thefts of articles in school are uncommon. However, when something is stolen, the stolen item is rarely returned. Please do not bring valuable personal property to school. The school cannot accept responsibility for lost or stolen items.

**Activity (Field Trip) Days**

All students are expected to participate in all activity days. These activities are designed to encourage teamwork and to promote school spirit. Students who have valid excuse for missing an activity day must present a request in writing from a parent/legal guardian or custodian to the school office.

**Staff Room Etiquette**

The staff room is the teachers' private meeting space. Students who have an urgent reason to talk to a teacher should wait or ask permission from the reception to talk to a teacher. Students may not enter the staff room without a teacher's permission. Students must not enter the staff room at lunch or during staff meetings.

All students are expected to behave in a civil and polite manner among themselves and with staff. No threatening speech or behavior will be tolerated from either staff or students. Use of foul language or threatening behavior, even when intervention attempt has been made, will result in dismissal/expulsion.

**Midterm and Final Exams**

Students will have to write midterm and final exams every semester. Students writing exams must be present at school at least 15 minutes before the exam begins. Students must be in their designated exam room 5 minutes before the exam is to begin. Students must come prepared with pens, pencils, erasers, etc. No cell phones or any other electronic devices may be brought into the examination room.

## Provincial Exam Policy

Effective May, 2018, all students taking English 12 will be subject to the following policy.

Students who take English 12 in January – April Trimester, are **ONLY** eligible to write Provincial Exams scheduled in April and June.

Students who take English 12 in May- August Trimester, are **ONLY** eligible to write Provincials Exam scheduled in August and November.

Students who take English 12 in September – December Trimester, are **ONLY** eligible to write Provincial Exams in November and January.

\*The school will only register current students of St. John's Academy for the Provincial Exam

\*\*The school will only guarantee spots for exams in the current months the student is required to take the provincial exam

## Educational Resource Policy

### A. Introduction

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, s 4(1)(b) which states:

On application by an authority, the inspector must issue or renew a certificate classifying an independent school into one or more of the groups set out in the Schedule if the inspector is satisfied that the authority and the independent school meet (b) the educational standards established by the minister, and

Section 4 of the Ministerial Order 41/91, the Education Standards Order.

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 St. John's Academy.

### B. Definition of Learning Resources

Learning Resources are texts, videos, software, and instructional materials that teachers use to assist students to meet the expectations for learning defined by provincial and local curricula.

This policy is specific to learning resources which form the core program collection of resources.

Learning resources used in the classroom will be evaluated and approved by St. John's Academy. with consideration given to curriculum fit, pedagogy, social considerations, age and developmental appropriateness, as well as the school authority's philosophical, cultural and/or religious values.

### C. Learning Resources Approval Process

St. John's Academy will encourage teachers to utilize education media that have been formally evaluated before being used in the classroom. The evaluation process involves a minimum of two school authority representatives, one of whom is a practicing teacher with at least three years' experience, preferably in grade level and subject area for which the resources are to be used. The recommended scope of professional learning resources for review include Primary (Gr K-3), Intermediate (Gr 4-6), Middle (Gr 7-9) and Secondary (Gr 10-12). (*Note: Schools may establish their professional learning resource categories differently, such as K-7, 8-12 which should replace those listed above.*)

The evaluation criteria used in determining appropriate learning resources for the school will include, but are not limited to:

- Supporting the learning standards and outcomes of the curriculum
- Assisting students in making connections between what they learn in school and its practical application in their lives
- Addressing developmental and age appropriateness

- Having effective instructional and technical design
- Meeting the requirements set by copyright and privacy (PIPA) legislation
- Suitability based on the pedagogical, social, philosophical, cultural and/or religious values of *SJA*

Evaluating resources from the perspective of pedagogical, social, philosophical, cultural and/or religious values will:

- encourage understanding and promote positive social attitudes and respect for diversity and individual differences
- ensure that BC students will see themselves and their life experiences, within a free, pluralistic, and democratic society and evidenced in the learning materials they use in their classroom
- identify potential controversial or offensive elements that may exist in the content or presentation, and highlight where resources might support positive social attitudes, diversity, and demonstrate tolerance and respect for individual differences.

Resource evaluation will be based on one or more of the following inclusion criteria: (*schools will adjust criteria accordingly*)

- o age
- o multiculturalism and diversity
- o accessibility
- o beliefs and values
- o cultural attributes
- o socio-economic factors
- o humour
- o ethical and legal considerations
- o language
- o course content, skills, and competencies
- o respect for individual differences
- o violence
- o social responsibility
- o democratic principles
- o service learning
- o pedagogical perspectives

#### D. Authority Approval

The Board of Directors will approve resources used by St. John's Academy which then become recommended resources for a five-year period unless they are withdrawn. The authority may continue to use the learning resources after five years if the authority grants an extension of an additional five-year period.

Learning resource approval is confirmed by a motion(s) passed by the *SJA* Board of Directors.

#### E. Withdrawal of a Recommended Learning Resource

Learning Resources will maintain a recommended status for five years, after which continued status will be subject to, but not limited to, criteria such as curriculum relevance, currency, and availability.

The recommendation of withdrawal will be made by a committee of at least two representatives of *SJA* one being a practicing teacher with at least three years' experience preferably in grade level and subject area for which the resources are used. The recommended scope of professional learning resources review will be Primary (Gr K-3), Intermediate (Gr 4-6), Middle (Gr 7-9) and Secondary (Gr 10-12). (*See note for Section C*)

A learning resources withdrawal will be confirmed by a motion passed by the *SJA* Board of Directors. (*See note for section D*)

#### F. Challenge to the Use of Authority Recommended Learning Resources

Challenges to the use of authority recommended learning resources must be made in writing to the (principal/superintendent/head of school), identifying the learning resource and stating the reason why the resource(s) may not be suitable. 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 (Pr/S/H of S) will convene a meeting of a committee, consisting of a minimum of three representatives of *SJA*, one of whom must be an administrator and another 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.

Based on the committee's recommendation, the authority 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.

The individual issuing the challenge will be notified of the committee's decision in writing within 14 days of the decision.

#### G. Sources of Learning Resources

St. John's Academy may use the services of the Education Resource Acquisition Consortium (ERAC) to assist them in choosing or approving learning resources.

Approved by the FISA Board of Directors, March 24, 2017

## Mobile Device Usage Policy

1. No student at any time is to use any mobile electronic device in classrooms during class without teachers' or administrators' approval.
2. If the teacher allows the use of mobile devices in the classroom for a specific period, the student is responsible for cooperating with the teacher on the instructional use of the device from the start to finish. If the teacher at any time deems the device is being used inappropriately, he reserves full-right to remove the device from the student. If the student is resistant, he may be sent to the administrators for evaluation.
3. Students should be given full-right to their devices during break time.
4. Students are expected to stay alert and awake during class unless there is a medical reason for drowsiness.

## Field Trip Policy

The purpose of this procedure is to outline St. John's Academy requirements and criteria that must be followed for any activities requiring students to leave the premises of the school.

Field trips can provide valuable curricular learning experiences that extend beyond the classroom. The following criteria need to be addressed when a field trip is being considered:

1. Educational value and connection to curriculum.
2. Staff/student safety and the developmental appropriateness of the activity.
3. Resources needed and the ability of the school to provide resources.
4. Timeline for information and receiving input from administrator's parents, and other colleagues.

### Definitions

#### Field Trips - Curricular Field Trips

**Mandatory** - A field trip is deemed 'mandatory' when students are required to participate in order to meet specific course learning outcomes. All students are required and expected to participate unless for serious health, conscientious or religious reasons.

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

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

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

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

### Required Approvals

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

Trips outside the Fraser Valley & Metro Vancouver, but Within the Region and Within BC - Application is made to the principal using the Field Trip Approval Form in advance of trip date.

Travel will only be by chartered bus or public transit.

Travel outside of the region but within BC requires the prior written approval of the principal.

Travel to locations outside of the region will be by coach-type bus or public transportation.

Overnight trips or international trips will not be approved.

### **Teacher Responsibilities**

*The safety, security, supervision, and well-being of students must be the prime consideration when planning an excursion.*

- Apply for Field trip using field trip form.
- Once approved - An information letter shall be given to the parents, including the details of the activity and its educational objectives.
- Principals must ensure that suitably qualified employees and approved volunteers.
- The teacher, school office and supervisor traveling on the mode of transportation used to transport the students must have a student roster list including home and emergency contact telephone numbers for students traveling by charter bus.
- The teacher must carry or have access to a first aid kit during the field excursion, and ensure that first aid trained personnel are available to respond in the case of an emergency.
- A copy of each student's medical form must be available to staff and taken on trip.
- A plan for emergency procedures must be developed and given to all students, including a 24-hour emergency contact number.
- Appropriate preparatory and follow-up instruction related to learning outcomes should be a part of the field excursion plan.

### **Summary of teacher duties**

The location, method of transportation, time and date, parties involved in the trip, return time, learning objectives, and attendance/backup plan must all be clearly stated and documented before approval.

The office will consider the above-mentioned criteria and inform the teacher of the approval decision within 48 hours of the request.

If both principal and the office manager agree with the above planning and budget, teacher will then print and provide the School-Activity Waiver form to his or her students.

The teacher who plans a field trip is responsible for collecting all waiver forms and passing them onto office administrative assistant.

Before the outside-the-classroom activity commences, teachers are required to verbally inform students that St. John's Academy is NOT responsible for anything lost or stolen for the duration of the activity.

**The final itinerary for the trip must be filed with the school and each relevant family, including the name and telephone number of any facility in which students may stay.**

The teacher/supervisor in charge of a student field trip is responsible to carry a list of the following on each field trip:

- a) Names of participants.
- b) Telephone contact numbers for participants.
- c) Medication and medical alert needs for participants, as needed.
- d) Correspondence, which enables the emergency filling of a prescription for medication, on behalf of each trip participant who is using prescribed medication.
- e) Objectives, including learning goals of the field trip.

### **Parent Information**

- An information letter shall be given to the parents, including the details of the activity and its educational objectives.
- A signed consent form must be submitted to the school.

### **The information letter to parents shall include:**

- A description of the activity, including date, grade level(s), place, time, means of transportation, additional rules of conduct and safety, and any particular requirements for the activity.
- The purpose of the activity – i.e., its connection to the curriculum, sports program, etc.
- The total cost per student and any amount covered by other sources.
- A list of the forms enclosed that the parent/guardian is required to complete:

Parental Permission & Release Form and, when applicable, an Emergency Medical Treatment

The school will determine the eligibility criteria for participation and the final decision rests with the principal.

### **Medical Information**

Parents/Guardians shall complete the Emergency Medical Treatment Form at the beginning of each school year.

Parents/Guardians are responsible for submitting a revised form should there be any changes in the medical information provided.

Original forms remain at the school. A photocopy is provided by the school and shall accompany the field trip/activity supervisor.

### **Emergency Plan/Response:**

If an accident occurs during a student field trip, the teacher/supervisor shall:

- a) Assess the situation and, if injuries have occurred.
- b) Attend to the immediate medical concerns, and call or make arrangements to call for rescue, assistance or ambulance, as required.
- c) Determine whether or not the trip will continue based upon all the circumstances.
- d) Notify the principal at the earliest opportunity if serious injuries have occurred, so that the principal may inform the parents/guardians/Homestay.
- e) Complete an accident report within 24 hours of the incident.

***\*When emergencies on a school field trip do happen it is the responsibility of the principal to call the Ministry and inform them of the circumstances.***

### **Communication By, Between and with Students on Trips**

The field trip coordinator(s) are expected to address communication expectations during a field trip with participating students prior to the field trip. Clear expectations should be outlined regarding the use of any electronic communication by and between students, chaperones and teachers before, during and following the field trip, including whether photographs or videos may be taken and/or shared during the field trip.

Teachers taking photos for educational or promotional purposes must ensure that the appropriate Photo Release approval has been obtained from the student's parent/guardian. The Field Trip Permission Slip includes (a copy of which is included in this manual) includes a Photo Release sign-off.

**Field Trip Request Form**

**Field Trip Request Form**

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

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

Time of Departure:- \_\_\_\_\_ Time of Return (Approx.): \_\_\_\_\_

Method of Transportation: \_\_\_\_\_

Carrier: \_\_\_\_\_ Contact Number: \_\_\_\_\_

Cost per Student: \_\_\_\_\_ Cost per Supervisors: \_\_\_\_\_

Number of Students: \_\_\_\_\_ Number of Supervisors: \_\_\_\_\_

Purpose of Trip/Activity

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Connection to the Expectation of the Curriculum

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Arrangements for non- participating students

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Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Itinerary, Communication with Parent/Guardian:  Yes      Forms Attached  Yes  No

Fees collected from students  Total Amount: \_\_\_\_\_      Amount required: \_\_\_\_\_

**Field Trip Student Form**

**Waiver of Claims and Release from Liability**

Please read this document carefully before signing. By signing this document, you are assuming risks which may have financial and other consequences for you and/or your family should you be injured or killed while participating in any of the activities of St. John’s Academy.

The undersigned parent/guardian permits the child/ward to participate in one or more activities that are offered by St. John’s Academy as part of the authorized activities.

The undersigned parent/guardian acknowledges and agrees that in exchange for, and as a condition of the participation in any of the activities, the parent/guardian shall assume full responsibility for any damage to property which may be sustained in connection with the parent/guardian participation in any of the activities of the school.

The parent/guardian further acknowledges that:

- he/she is aware that participation in any of the activities may be hazardous and could result in damage or injury including death;
- he/she is in satisfactory physical and mental condition to safely participate in the activities;
- he/she has disclosed to the Instructor or the office any allergy or other medical condition that may affect his/her ability to safely participate in the activities;
- he/she is competent to sign this document; and
- he/she has read and understands the terms of this document.
- he/she is aware that they are responsible for all of their own belongings whether they be lost or stolen, all transportation costs and admission costs.

Accordingly, the parent/guardian and student hereby releases St. John’s Academy, its agents, its instructors, employees and volunteers from all liabilities, claims, demands, actions and causes of action of any nature whatsoever arising from or related to any injury, including loss of life, that the Student may sustain, howsoever arising, including any damage, loss, theft or destruction of property, injury or death resulting from the negligence of St. John International School, its agents, its instructors, employees or volunteers, while attending at, participating in or travelling to or from any of the activities of the school. This document shall bind the Student’s heirs, estate trustees, successors and assigns.

=====

<b>Name of Student:</b>	<b>Date Signed:</b>
<b>Student Address:</b>	
<b>Student’s Signature:</b>	<i>(If student is under the age of 19):</i>

<b>Date and Location of Field Trip:</b>	<b>Guardian's Name:</b>
	<b>Guardian's Signature:</b>
	<b>Telephone Number:</b>
<b>Emergency Telephone Number (If different from Guardian Number):</b>	

## Field Trip Checklist

### Planning:

- Obtain permission/trip approval from principal/principals.
- Call field trip locations for pre-visit information, prices, refund info.
- Obtain written confirmation of date and arrival/ departure time, bill of sale. Ask about Bus drop/Off and Parking, and check-in procedures.
- Begin fundraiser planning or set up payment plans/refund notice.
- Plan a pre-visit to trip locations to check out facilities, area attractions, possible road construction, toll roads, etc.
- Call to arrange transportation, and to obtain prices and availability of dates.
- Obtain written confirmation of travel date.
- Give the bus driver a map, directions, drop off/pick up instructions, and copy of itinerary. Let him/her know if they must remain with the group.
- Give field trip information, requirements, fee, and refund policy to students, teachers, chaperones, and administration 4-6 weeks prior to trip date.
- Give students Emergency Information Forms 4-6 weeks prior to the trip date.
- Make a chaperone list and submit to Principal for approval.
- Check on special medications for students (epi-pens for bee stings, inhaler for asthma, etc.).
- Confirm number of students attending no later than one month in advance.

**Suggested student to chaperone ratio is 10:1.**

**No refunds given 14 days prior to trip date.**

**Travel Packet for parents, chaperones, and administrators should include:**

1. Trip Itinerary
2. Group/Chaperone List
3. Bus List (for student head count during the day)
4. Map/Maps
5. Location of First-Aid Kit
6. Emergency Contact Information

**One Week Prior to Trip:**

- call bus company and trip destinations to confirm dates, check on any changes.
- make arrangements for payment (get checks to bring or receipt of payment).
- let cafeteria know about trip/# students going on trip.
- obtain first-aid needs, student medication.
- obtain permission to use school cameras, walkie-talkies, etc.

- send out reminders to students.
- make a list of students who are not attending the trip.
- finalize arrangements for class coverage, arrange for a substitute, if needed.

**After the Trip:**

- Check all areas for lost items
- Thank the hosts, chaperones, and Bus Driver.
- Dole out appropriate tips.
- Get student feedback (survey, post trip activities).

## Bus Safety

### Bus Safety Instructions

In order to ensure safety on busses – Bus safety instructions should be communicated to students before the start of each field trip.

The drills on school buses shall include practice and instruction in the location, use and operation of the emergency door(s), fire extinguishers, first aid equipment and windows as a means of escape in case of fire or accident. Drills shall also include instruction in safe boarding and exiting procedures, with specific emphasis on when and how to approach, board, disembark and move away from the bus after disembarking.

**A prime concern regarding the operation of a transportation program is safety. While many factors may contribute to the safe operation of a school bus, an accident may be the end result of an unsafe practice.**

### Guidelines for providing school bus safety instructions

1. Explain the concept of emergency: “a dangerous situation requiring immediate actions”.
2. Review situations that would create an emergency: fire; threat of explosion; accident; bus in an unsafe position; etc.
3. The Teacher shows the students how to evacuate the bus safely.

3.1 The Teacher demonstrates opening the rear emergency door (by lifting the handle and pushing out), the operation of the emergency windows and the location and operation of the overhead escape hatch(es). The Teacher instructs the children to remember the location of the signs denoting “Emergency Escape Window” and “Emergency Door”.

3.2 The operation of fire extinguishers and the use of first aid equipment are simulated as part of the drill instruction.

4. The Teacher emphasizes specific hazards encountered by children during snowy, icy and other inclement weather conditions; slippery road conditions; and poor visibility.

5. The Teacher emphasizes the following safety rules:

### Boarding the Bus

5.1 Wait for the bus on the sidewalk. Do not step into the street.

5.2 Board the bus directly without pushing or shoving.

5.3 Use the handrail, if provided.

### **Orderly Conduct on the Bus**

5.4 Remain orderly throughout the ride.

5.5 Talk quietly to your friends on the bus; do not shout or scream.

5.6 Keep hands, arms, legs, and heads inside the bus.

5.7 Do not throw objects on the bus or from the windows.

5.8 Behave considerately toward the other riders.

5.9 There is no fighting or wrestling on the bus.

5.10 Keep books, book bags, musical instruments and other objects out of the aisle.

5.11 Do not play with door handles or windows.

### **Exiting the Bus**

The following instructions are to be given to all passengers.

5.12 Walk directly to the sidewalk when you get off the bus.

5.13 If you must cross the street when you get off the bus, cross only at the corner after making eye contact with the Driver. Cross at least twelve feet in front of the bus. Be careful of oncoming traffic. Go directly to the opposite sidewalk.

### **Bus Safety Drills**

In order to ensure safety on busses – drills must be practiced **once each term** to communicate the proper procedures in case of an emergency.

The drills on school buses shall include practice and instruction in the location, use and operation of the emergency door(s), fire extinguishers, first aid equipment and windows as a means of escape in case of fire or accident. Drills shall also include instruction in safe boarding and exiting procedures, with specific emphasis on when and how to approach, board, disembark and move away from the bus after disembarking.

**Every child in the school is required to participate in drills, whether or not he/she regularly receives school bus transportation.**

**A prime concern regarding the operation of a transportation program is safety. While many factors may contribute to the safe operation of a school bus, an accident may be the end result of an unsafe practice.**

### **Guidelines for conducting school bus safety drill**

1. Explain the concept of emergency: “a dangerous situation requiring immediate actions”.
2. Review situations that would create an emergency: fire; threat of explosion; accident; bus in an unsafe position; etc.
3. The Teacher shows the children how to evacuate the bus safely.

3.1 The Teacher demonstrates opening the rear emergency door (by lifting the handle and pushing out), the operation of the emergency windows and the location and operation of the overhead escape hatch(es). The Teacher instructs the children to remember the location of the signs denoting “Emergency Escape Window” and “Emergency Door”.

3.2 The operation of fire extinguishers and the use of first aid equipment are simulated as part of the drill instruction.

4. The Teacher emphasizes specific hazards encountered by children during snowy, icy and other inclement weather conditions; slippery road conditions; and poor visibility.

5. The Instructor emphasizes the following safety rules:

### **Boarding the Bus**

5.1 Wait for the bus on the sidewalk. Do not step into the street.

5.2 Board the bus directly without pushing or shoving.

5.3 Use the handrail, if provided.

### **Orderly Conduct on the Bus**

5.4 Remain orderly throughout the ride.

5.5 Talk quietly to your friends on the bus; do not shout or scream.

5.6 Keep hands, arms, legs, and heads inside the bus.

5.7 Do not throw objects on the bus or from the windows.

5.8 Behave considerately toward the other riders.

5.9 There is no fighting or wrestling on the bus.

5.10 Keep books, book bags, musical instruments and other objects out of the aisle.

5.11 Do not play with door handles or windows.

### **Exiting the Bus**

The following instructions are to be given to all passengers.

5.12 Walk directly to the sidewalk when you get off the bus.

5.13 If you must cross the street when you get off the bus, cross only at the corner after making eye contact with the Driver. Cross at least twelve feet in front of the bus. Be careful of oncoming traffic. Go directly to the opposite sidewalk.

## Tuition Refund Policy

### **Students will be granted a tuition refund or transfer under the following circumstances:**

1. The student's study permit is not approved by *Citizenship and Immigration Canada*, providing the original rejection letter from *Citizenship and Immigration Canada*.
2. The student graduates from St. John's Academy with a British Columbia Certificate of Graduation (Dogwood Diploma) showing St. John's Academy as his/her home school and the full tuition was not required to complete the program. A partial refund of unspent or uncommitted fees will be considered.
3. The student has enrolled and remitted fees but fails to meet SJA admission standards and did not misrepresent his or her knowledge or skills when applying for admission.
4. If the school closes but online learning takes place, no tuition refund will be provided. However partial credit will be provided for transportation and boarding fees.
5. In case of school closure and no online learning takes place, a full refund of tuition, boarding and transportation fees will be provided

### **Students will NOT be granted a refund under the following circumstances:**

1. The student receives his/her study permit using a *Letter of Acceptance or Registration Confirmation Letter* issued by St. John's Academy.
2. The student is expelled from St. John's Academy.
3. The student transfers to another school.
4. The student leaves St. John's Academy without written notification.
5. The student does not attend school within 6 months of receiving the school's *Letter of Acceptance* and no written contract is received from the student or guardian.
6. The student has a previously known learning disability or Special Education Need that was not disclosed to the school prior to enrollment, that the school has no program to accommodate for and that the school determines exists within 90 days of the student's tenure at the school.
7. The student receives their study permit but then transfers to another school.

\*All inactive student files will be closed after 6 months without contact from student or guardian. Tuition will not be held in this case.

If one of the tuition refund circumstances is met, the student may request for a refund by providing any required documents and submitting a completed Refund Request Form in order to process the refund. All applications fees (including Custodian Application Fee and Homestay Application Fee) are non-refundable including \$300 administration fee. The normal processing time for tuition refunds is 2 to 4 weeks.

While studying at St. John's Academy all students must take the required 4 courses per quarter. No refund given except if student is in their last graduation quarter.

*St. John's Academy is bonded by the Ministry of Education.*



## Student Records Policy

### Policy Statement

Independent school authorities are well served by policies and practices regarding student records. Such policies and practices will benefit 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.

The school authority may add, modify, or remove portions of St. John's Academy's Student Records Requirements and Best Practices Policy when it is considered appropriate to do so, if it is not in conflict with legal requirements and government policy.

St. John's Academy is committed to ensuring that student records are handled in accordance with all legal requirements.

### Purpose

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

The following policy statements are provided to inform all parties who collect, store, use, disclose, transfer and protect student information.

St. John's Academy 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 – viii 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).

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*.

### 3. Procedures

3.1 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.

3.2 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 5 and 6

- below.
- c. The lead administrator or designate will regularly review Student Records to ensure that the information is current and complies with legal requirements. *Required 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 6 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 5 and 6 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.

### 3.3 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.

### 3.4 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.

### 3.5 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 of this policy.

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.

## 4. 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:

- 4.1 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.
- 4.2 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.

- 4.3 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.

## 5. 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

## 6. 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 (e.g., 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.
  - viii. In case where a student re-takes a course for improving grades, the old grade is never erased from the PSR or transcript. However, the transcript grade may be replaced on a successful re-take if the student graduates from the school.

## 7. List of Appendices

*Appendix 1:* Form A – Status of Parent/Guardian (Admission to Canada and Residency)

*Appendix 2:* Links to information on Student Record legislation:

- i. [Personal Information Protection Act \(PIPA\)](#)
- ii. [Independent School Act \[RSBC 1996\] Chapter 216](#)
- iii. [Independent School Regulation](#)
- iv. Student Records Order: <http://www.bced.gov.bc.ca/legislation/schoollaw/k/i1-07.pdf>

*Appendix 3:* Link to Student Record Policy:

[Student Records – Requirements and Best Practice Guidelines for Independent Schools, June 2012](#)

*Appendix 4:* Link to the *Child, Family and Community Service Act*:

[http://www.bclaws.ca/EPLibraries/bclaws\\_new/document/ID/freeside/00\\_96046\\_01](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**

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**

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:**

Parent/Legal Guardian's Name:

### Transfer Credit Policies (Equivalency Review)

1. A course must match approximately 80% of the learning outcomes in order for Transfer Credit to be granted for a grade 10, 11, or 12 BC Ministry course.
2. The transcript provided by the student's former schools must clearly state the subject taught and the areas it covered for equivalency consideration.
3. In order to receive credits through equivalency, students must provide translated and notarized documentation proving successful completion of the course.
4. Student advisors and the Principal will determine if the course sufficiently matches a BC Ministry developed course using the Online Course Registry.

[http://www.bced.gov.bc.ca/datacollections/course\\_registry\\_web\\_search/search-home.en.php](http://www.bced.gov.bc.ca/datacollections/course_registry_web_search/search-home.en.php)

5. For students transferring from another Canadian province, the *Secondary Education in Canada: A Student Transfer Guide* will be used to determine that the course content is covered sufficiently, and that there is no overlap with other courses.

<http://www.cmec.ca/Publications/Lists/Publications/Attachments/184/transfer-guide-2004-05.pdf>

6. For students wishing to transfer credit from a school outside of Canada, they will be asked to provide a course overview or syllabus indicating the content covered.
7. Where possible, a percent grade will be assigned. Otherwise 'TS' will be indicated on the transcript.
8. A minimum final average of 70% is required to grant transfer credit for selected courses.
9. Elective courses that do not match the available grade level in BC will not be transferred (e.g: First year high school Geography will not be transferable to Geography 12 in BC).

### International Student Transfer Credit Policies

International students wishing to earn transfer credit:

1. May earn credit for Language Arts 10, Science 10 and a Mathematics 10 through equivalency assessment (transfer credit).
2. Must earn credit for Graduation Transitions through a school-supported course.
3. Must earn credit for the following through instruction from a British Columbia-certified teacher. No Equivalency review or Challenge process is permitted for:
  - a. Language Arts 11
  - b. Language Arts 12
  - c. One of Science 11 or 12
  - d. One of Mathematics 11 or 12

- e. Social Studies 10 and 11
- f. Planning 10

**Course Transfer Table for International Students**

<b>Course</b>	<b>Transferable</b>	<b>Additional Comments</b>
English 10	Yes	Must cover 80% of the English 10 PLO's
English 11 / Communications 11	No	
English 12 / Communications 12	No	
Social Studies 10	Yes	Only if credit was already given by a BC or BC offshore school
Social Studies 11	No	
Mathematics 10	Yes	
Pre-Calculus 11	Yes	Student must enroll in Math 12 to be granted transfer credit for Math 11.
Pre-Calculus 12	No	
Calculus 12	No	
Science 10	Yes	Includes Physics, Chemistry, Biology, and Geology.
Science 11 (Biology, Physics, Chemistry)	Yes	Student must enroll in Science 12 to be granted transfer credit for Science 11.
Science 12 (Biology, Physics, Chemistry)	No	
Planning 10	No	
Physical Education 10/11/12	Yes	
Fine Arts & Applied Skills 10/11/12	Yes	
Music 10/11/12	Yes	
Graduation Transitions	No	
Second Language	Yes	Grades 7-9 language arts courses completed with higher than 70% average in the students' native language may be transferred to grade 10-12 language courses in BC.

### Course Credit Qualification Disclaimer Form

- Every student must sign this form before commencing academic studies.
- It is the student's responsibility to read carefully and understand before signing.
- The policy booklet must be given to the student and his legal guardian for their. Review before the document is signed and enforced.
- The CDQ will be enforced without exception.

### Course Credit Qualification Disclaimer Form (CQD)

This form ensures that every student at St. John's Academy fully and thoroughly understands the school's policy on granting or non-granting of course credits based on both academic success and punctual attendance.

- By signing this form, the student acknowledges that a passing grade of 50% for regular course and 70% or more for an ESL program is required in order to be given credits for the course.
- By signing this form, the student agrees with the school policy of waiving credit for the course in which more than five unexcused absences occurred by the student, even if the student is getting passing grades.
- By signing this form, the student understands that there may not be provisions for re-writes for scheduled and graded exams, tests, quizzes, activities, or assignments if they were missed due to unexcused absence.
- By signing this form, the student understands that earning credit does not necessarily equate being able to get on to the next level of studies. In some cases, more than 60-65% grades may be required to advance into the next level of program in certain subjects to ensure accurate and successful learning.
- By signing this form, the student comprehends that being late to the same class for more than five times equals one absence for the course.
- By signing this form, the student acknowledges that violating academic integrity in any form (i.e: cheating or plagiarism) will result in no credit given for the course.
- By signing this form, the student agrees to behave decently and respectfully to staff and students and threatening or abusive behavior which violates any area stipulated in the school's anti-bullying policy will result in no credit given.

I (full-name): \_\_\_\_\_ have read the above disclaimer and understand and agree to faithfully adhere to the school policy.

Signature:

Date:

## Appeals Policy

All academic decisions affecting students and any disciplinary action taken against individual students are subject to an appeals policy and procedure. These appeals may be made by students or parents.

### Dispute Resolution and Appeals Procedures for Students

Students who wish to register a complaint about a class, course content, teacher or a complaint about disciplinary action taken against them are asked to do the following:

1. The student must first discuss the complaint with the teacher with whom the problem originated. If it is impossible to discuss the matter with the teacher, the student should discuss it with an admissions advisor who will make arrangements for a meeting with an admissions advisor, teacher and student. Most problems are resolved at this stage.
2. If the problem is not resolved at step one, the student may address the grievance in writing to the principal. The principal will discuss the matter privately with each person and then with all the persons involved in an attempt to solve the problem.
3. If the first two steps of the appeal do not bring about a satisfactory resolution the principal will obtain the services of an arbitrator who will determine how the dispute will be resolved in the best interests of both parties. This arbitrator will normally be selected from within the Group 4 independent schools. The decision of the arbitrator will be binding on both parties.

### Dispute Resolution and Appeals Procedures for Parents

Parents who wish to make a complaint about the curriculum, the instructional staff or disciplinary actions applied to their children are asked to do the following:

1. The parents should first request an appointment with one of the admissions advisors in order to clarify the problem. The admissions advisor then will discuss the matter with the appropriate person (teacher, principal, etc.), try to resolve the problem and report to the parents. If further meetings with school staff are required, the admissions advisor will make the arrangements and provide translation services where required.
2. If the problem is not resolved at step one the parents may address the grievance in writing to the principal. The principal will discuss the matter privately with all the persons involved and then will call a meeting of the admissions advisor, the parents and staff members who may be involved. Translation services will be provided where necessary.
3. If the first two steps of the appeal do not bring about a satisfactory resolution the principal will obtain the services of an arbitrator who will determine how the dispute will be resolved in the best interests of both parties. This arbitrator will normally be selected from staff in other Group 4 independent schools or from an appropriate cultural agency in the area. The decision of the

arbitrator is final and binding on both parties.

**If parent/family is not satisfied after the Board's Decision, they may appeal to the Independent Schools Ombuds personnel. The school will provide the parent / family with information to proceed with appeal.**

## Graduation Transitions Policy

### POLICY STATEMENT

In order to meet graduation requirements and be awarded a British Columbia Certificate of Graduation (Dogwood Diploma), students must earn a minimum of 80 credits. These must include 48 credits for required courses, a minimum of 28 elective credits, and 4 credits for Graduation Transitions.

### DEFINITIONS

**Dogwood Diploma:** is the certificate of graduation that is granted to a student who completes the Ministry of Education's provincial graduation requirements. It signifies that the student has met the requirements for graduation as set out in the Graduation Program Order.

**Numeracy Assessment:** Numeracy is the ability, willingness, and perseverance to interpret and apply mathematical understanding to solve problems in contextualized situations, and to analyze and communicate these solutions in ways relevant to the given context.

**Literacy Assessment:** Literacy is the ability and willingness to make meaning from text and express oneself in a variety of modes and for a variety of purposes. Literacy includes making connections, analyzing critically, comprehending, creating, and communicating.

### OBJECTIVES

This policy ensures that students are aware of the requirements to graduate from St. John's Academy School with a Dogwood diploma. SJA School will work closely with each student to ensure high school graduation requirements are met.

### REQUIREMENTS

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements.

Students entering Grade 10 or 11 in 2017/18 are in the 2018 Graduation Program. To graduate, students will require 80 credits total – with a minimum of 16 at the grade 12 level, and 28 elective course credits. 52 credits are required from the following:

→ Two Career Education courses (8 credits total) (replaces Planning 10 and Graduation Transitions)  
→ Physical and Health Education 10 (4 credits) → Science 10 (4 credits), and a Science 11 or 12 (4 credits) →

Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits) → A Math 10 (4 credits), and a Math 11 or 12 (4 credits) → A Language Arts 10, 11 & 12 (12 credits) → An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits) → The new numeracy

assessment will be introduced in 2018 → The new literacy assessment will be introduced in January 2020 → The new Grades 11 & 12 curriculum will take effect in July 1, 2019 →

EXCLUSIONS There are no exclusions to this policy.

## International Gradation Policy

### POLICY STATEMENT

The policy applies to international students studying in British Columbia who wish to earn a British Columbia Certificate of Graduation (Dogwood Diploma) and who have not had their educational program instructed in one of Canada's two official languages for at least two years. The International Student Graduation Credit Policy is not applicable to those students whose educational program was instructed in English or French for the past two years.

The policy provides Boards of Education and independent school authorities with the flexibility to offer programs that meet the needs of international students while also ensuring that international students who intend to graduate satisfactorily complete specified courses in British Columbia's 2004 graduation program and do not earn all or certain course credits through an Equivalency review or Challenge process.

### RATIONALE OR PURPOSE OF POLICY

Each year, many students come to British Columbia because they and their parents value the high quality of education provided by the British Columbia school system. Some international students enroll in British Columbia schools to upgrade their skills in one of Canada's two official languages, or to benefit from a cross-cultural experience. These language/cultural programs do not involve the Ministry's accreditation or issuance of the Dogwood Diploma. Other international students enroll in British Columbia schools with the goal of meeting graduation requirements and earning a Dogwood Diploma. In order to ensure adequate preparation for post-secondary education and competencies in English or French, this policy requires that international students earn credit for many core courses in the Graduation Program through enrolment in BC schools. Only a limited number of courses in the Graduation Program level may be credited through challenge or equivalency assessments to ensure the international credibility of the Dogwood Diploma.

### POLICY IN FULL

This policy recognizes that international students working towards a Dogwood Diploma may begin their studies in a British Columbia school at a point other than the beginning of their Grade 10 year (i.e., the start of the 2004 graduation program). Regardless of when students begin their graduation programs, international students must meet all graduation requirements as well as the requirements set out in this policy in ways that ensure competence in one of Canada's two official languages in order to obtain a Dogwood Diploma. International students who enter a British Columbia school after Grade 10 may be able to meet many of their personal goals. However, international students who enter a British Columbia school at the beginning of Grade 12 may find it difficult to meet all of the requirements for earning a Dogwood Diploma, unless they have had considerable instruction in one of Canada's two official languages prior to coming to British Columbia. To ensure language competencies, international students, when working toward a Dogwood Diploma, are restricted in which courses may be used to receive credit through equivalency, external credentials, or challenge for skills and knowledge obtained in a language other than English or French.

Boards of Education and independent school authorities may award an Evergreen Certificate (also known as a British Columbia School Completion Certificate) to students with special needs, in accordance with the requirements set out in the Student Credentials Order (PDF). To receive an Evergreen Certificate, the principal, in consultation with teachers, should ensure that the student has met the goals of his or her education program, or other criteria established by the Board of Education or independent school authority.

When a program leading to an Evergreen Certificate (School Completion Certificate) is advertised, or offered, communication should clearly distinguish the differences between an Evergreen Certificate and a Dogwood Diploma, indicating that a HIGH SCHOOL Evergreen Certificate will not satisfy university entrance requirements.

#### PROCEDURES RELATED TO POLICY

To earn a Dogwood Diploma, international students must meet all graduation requirements. In addition, there are a number of specific conditions that pertain to international students (whose educational program was not instructed in either English or French for the previous two years). Such international students may earn credit for Graduation Program courses, with the exception of those listed below, through an equivalency review or challenge process.

International students must earn credit for courses in the following categories through instruction from a British Columbia- certified teacher. No Equivalency review or Challenge process is permitted:

- Language Arts 11
- Language Arts 12
- One of Science 11 or 12
- One of Mathematics 11 or 12
- Social Studies 11 (or Civic Studies 11 or BC First Nations Studies 12)
- Planning 10

For Language Arts 12, students must write the required provincial exam(s). International students must also earn credit for Graduation Transitions through a school-supported course or process. International students must be assessed to determine if all the Graduation Transitions Prescribed Learning Outcomes have been met, regardless of the grade level at which they enter a British Columbia school. When the requirements have been met, international students will be assigned four (4) credits and “requirements met (RM)” will be noted on their transcript.

## Course Challenge Policy

### Background

Students may earn credits toward graduation in a variety of ways. In addition to earning credits by successfully completing courses, students may earn credits through challenge.

All students enrolled in St. John's Academy are entitled to undertake a free challenge process to assess their prior learning for any Ministry authorized graduation program course offered by any school board in the Province that school year, as well as any Board Authorized (BAA) course taught in the school year, provided the student has not already completed the course through previous enrolment.

International students must comply with the challenge procedures set out in the Ministry's International Student Graduation Credit Policy.

### Procedures

1. A student can challenge to receive credit for Ministry-Authorized, Board/Authority Authorized or Locally Developed Grade 10, 11 or 12 courses if s/he:

1.1 Is currently enrolled or registered at SJA.

1.2 Has not completed the course or its equivalent learning outcomes through previous enrollment.

1.3 Can give compelling evidence that s/he will succeed in the challenge.

2. Prior to engaging in a challenge process, principals or designates must review any documentation of prior learning that a student presents in order to determine if credit can be awarded through equivalency. Refer to Ministry of Education Policy, Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies.

3. Students must be able to demonstrate their readiness to challenge a course based on factors such as a recommendation from a previous teacher, or from evidence that relevant learning has been acquired outside the regular classroom setting. The demonstration is not to be an onerous process. School staff, in consultation with students and parents, are to make the decision about readiness.

4. Principals or designates must document the challenge assessment delivered to each student, including a pre-Challenge Equivalency review, and the documentation must be made available to Ministry auditors if requested. Examples of assessment strategies that could be used in a challenge process include such things as hands-on demonstrations, oral performances, interviews, written examinations, or presentations of a collection of work.

5. Credit awarded through challenge is measured by the same standards used for students who have taken the course through enrollment. A challenge is considered successful when a student has achieved at least a C- and fifty percent (50%).

5.1 Students challenging a provincially examinable course will be awarded the School Mark portion only in the challenge procedure, and where applicable, must write the Provincial Exam during a regularly scheduled exam session.

Reference: Sections 20, 22, 65, 85 School Act Graduation Order M302/04

## PERSONAL INFORMATION PRIVACY POLICY

### The School's Commitment to You

Safeguarding personal information of parents and students is a fundamental concern of St. John's Academy. The school is committed to meeting or exceeding the privacy standards established by British Columbia's *Personal Information Protection Act* (PIPA) and any other applicable legislation.

This Personal Information Privacy Policy describes the policies and practices of St. John's Academy regarding the collection, use and disclosure of personal information about students and parents, including the steps the school has taken to ensure personal and financial information is handled appropriately and securely.

St. John's Academy may add, modify or remove portions of this Personal Information Privacy Policy when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. You may ask for the most recent update of this Personal Information Privacy Policy at the school office. This Personal Information Privacy Policy may be supplemented or modified by agreements entered into between St. John's Academy and an individual from time to time.

### Ten Privacy Principles

As part of St. John's Academy commitment, the *Ten Privacy Principles* govern the actions of the school as they relate to the use of personal information. This Personal Information Privacy Policy describes the *Ten Privacy Principles* and provides further details regarding St. John's Academy.

### Definitions

In this Personal Information Privacy Policy, the following terms have the meanings set out below:

**"personal information"** means any information about an identifiable individual, as further defined under British Columbia's *Personal Information Protection Act* or other applicable laws. Personal information excludes the name, position name or title, business telephone number, business address, business email, and business fax number of an individual, as well as any publicly available information as designated under applicable laws, such as information available from a public telephone directory or from a public registry.

**"Parent"** means the parent, guardian, or other legal representative of a student.

**"Student"** means a prospective, current, or past student of St. John's Academy.

### *Principle 1 – Accountability*

St. John's Academy is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school designates (an) individual(s) who is(are) accountable for

the school's compliance with the *Ten Privacy Principles*.

This individual is the *Privacy Officer* of the school.

You may contact our Privacy Officer as follows:

St. John's Academy	
Attention:	Privacy Officer Dr. Michelle Meadows
Address:	395 West Broadway, Vancouver BC, V5Y 1A7, Canada
Phone:	604.683.4572
Email:	privacyofficer@stjamesis.com

### ***Principle 2 – Identifying Purposes***

St. John's Academy will, before or at the time personal information is collected, identify the purposes for which the information is collected, used and disclosed.

#### **What Information is Collected?**

St. John's Academy collects and uses personal information to provide students with the best possible educational services enunciated by the Mission statement of the school. Most of the information the school collects come to the school directly from parents and students or is information regarding the student's school activities, performance or behaviour, such as attendance records or grades. For example, when a student applies to register in the school, the school will ask you to provide the information that enables it to complete the registration process. This also includes information on academic, health, and personal matters needed by the school to provide the best possible education and co-curricular programs. St. John's Academy. also collects information in connection with the use of its computer systems.

**[Personal information may also be collected and used and disclosed in the course of the operation of building security systems, including video and other surveillance systems.]**

### ***Principle 3 – Consent***

St. John's Academy will obtain consent of the individual for the collection, use or disclosure of personal information except where the law states exemptions, grants permission, or creates a requirement for collection, use, or disclosure of personal information.

Requirements for consent to collection, use or disclosure of personal information vary depending on circumstances and on the type of personal information that is intended to be collected, used or disclosed. In determining whether consent is required and, if so, what form of consent is appropriate,

St. John's Academy will take into account both the sensitivity of the personal information and the purposes for which St. John's Academy will use the information. Consent may be express, implied (including through use of "opt-out" consent where appropriate) or deemed. For example, if an individual provides his/her mailing address and requests information regarding a particular service, consent to use the address to provide the requested information may be implied.

On giving reasonable written notice to St. John's Academy, an individual may withdraw consent to the collection, use or disclosure of his or her personal information. Upon notice of withdrawal of consent, St. John's Academy will notify the individual of the likely consequences of withdrawing his or her consent and, except where otherwise required or permitted by law St. John's Academy will stop collecting, using or disclosing the personal information as requested.

If a person provides St. John's Academy or its service providers or agents with personal information about an individual, the person represents that it has all necessary authority and/or has obtained all necessary consents from such individual to enable St. John's Academy to collect, use and disclose such personal information for the purposes set forth in this Personal Information Privacy Policy.

#### ***Principle 4 – Limiting Collection***

St. John's Academy will limit the personal information collected to that information necessary for the purposes identified by the school.

#### ***Principle 5 – Use, Disclosure and Retention***

St. John's Academy will only use, disclose and retain personal information for the purpose for which it was collected unless the individual has otherwise consented, or when its use, disclosure or retention is required or permitted by law.

#### **How is Information Used?**

St. John's Academy uses personal information as follows:

- to communicate with parents and students, process applications and ultimately to provide students with the educational services and co-curricular programs you expect.
- to enable the school to operate its administrative function, including payment of school fees and maintenance of non-educational school programs including parent and volunteer participation and fundraising.
- health, psychological, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services.
- **[NOTE: list additional purposes for which student or parent personal information is used.]**

If for any reason personal information is required to fulfill another purpose, the school will, where appropriate, notify you and ask you for your consent before the school proceeds.

St. John's Academy may use anonymous information, such as information collected through surveys or statistical information regarding students, to constantly improve our school.

### **When May Information be Disclosed?**

St. John's Academy may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law. The following are some examples of how St. John's Academy may disclose personal information.

#### ***When Authorized by You***

- Other educational institutions routinely contact the school for personal information about students. For example, if a student moves to another school, college or university, student records are requested by the enrolling institution. Your permission to pass on these records is usually obtained when the student is registered, and you authorize the school to disclose such information to other appropriate educational institutions for the ongoing education of the student.
- Contact information may be used to enable the school to provide the para-educational and administrative services usually operated by the school. These services include phoning committees, participation groups, parent meetings, fundraising, events, annual general meetings, etc.

**[NOTE: Consider whether the foregoing uses are applicable to your school and consider whether additional purposes should be listed.]**

In some cases, when communication is over the telephone, your consent to the use and/or disclosure of your information will be obtained verbally. In other cases, such as when you communicate through e-mail, your consent will be obtained electronically.

#### ***When Required by Law***

The type of information the school is legally required to disclose most often relates to family court issues, legal proceedings, court orders and government tax reporting requirements. Student information as per Form 1701 is annually filed with the Ministry of Education.

Only the information specifically requested is disclosed and the school takes precautions to satisfy itself that the authorities making the request have legitimate grounds to do so.

#### ***When Permitted by Law***

The school is legally permitted to disclose some personal information in situations such as an investigation of illegal activities, reasonable methods to collect overdue accounts, a medical emergency or suspicion of illegal activities, etc. Only pertinent information is disclosed.

The school does not sell, lease or trade information about you to other parties.

### ***Outside Service Suppliers***

At St. John's Academy the school sometimes contacts outside organizations to perform specialized services such as printing, student assessments, market research or data processing. **[For example, the school gives its yearbook publisher the information required to produce the annual yearbook.]** Suppliers of specialized services are given only the information necessary to perform those services, and St. John's Academy takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

### ***Restricting Sharing Information***

If you choose to limit the sharing of your personal information, please contact the school office and submit a written letter specifying which items of personal information you wish to limit, and to whom you wish these items to be restricted. Please remember that certain agencies, by law, have access to certain types of personal information.

### **How Long Is Personal Information Retained?**

Personal information will only be retained for the period of time required to fulfill the purpose for which it was collected. Once the personal information is no longer required to be retained to fulfill the purposes for which it was collected and is no longer required or permitted to be retained for legal or business purposes, it will be destroyed or made anonymous.

### ***Principle 6 – Accuracy***

St. John's Academy will take appropriate steps to ensure that personal information collected by St. John's Academy is as accurate and complete as is reasonably required in connection with the purposes for which it was collected, used or disclosed.

### **How May I Update Outdated or Incorrect Information?**

An individual may, upon written request to St. John's Academy request that St. John's Academy correct an error or omission in any personal information that is under St. John's Academy's control. St. John's Academy will, as appropriate, amend the information as requested and send the corrected personal information to each third party to which it has disclosed the information during the preceding year.

### ***Principle 7 – Safeguarding Personal Information***

St. John's Academy will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

## **The School's Employees**

In the course of daily operations, access to personal information is restricted to authorized employees who have a legitimate reason for accessing it. For example, teachers will have access to personal information about students but not your account with the school.

Employees are appropriately educated about the importance of privacy and they are required to follow the school's policies and procedures regarding handling of personal information.

## **Student Files**

Student files are stored in secured filing cabinets. Access is restricted to only those employees (teachers, teacher-aides, counselors, secretaries, etc.) who, by nature of their work, are required to see them.

## **Electronic Security**

The school manages electronic files appropriately with passwords and security measures that limit access by unauthorized personnel. The school's security practices are reviewed periodically to ensure that the privacy of personal information is not compromised.

## ***Principle 8 – Openness***

St. John's Academy make information available to individuals concerning the policies and practices that apply to the management of personal information.

Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officer of St. John's Academy.

## ***Principle 9 – Individual Access***

St. John's Academy will inform an individual, upon the individual's request, of the existence, use and disclosure of the individual's personal information, and shall give the individual access to it in accordance with the law.

## **How May I Access My Personal Information?**

Individuals may access and verify any personal information with appropriate notice so that the office is able to supply the information required. Most of this information is available in the registration forms and other forms that you filled out.

## **Parent Access to Student Personal Information**

A parent may access and verify school records of the student, with appropriate notice during normal school hours. In situations of family breakdown, the school will grant access to records of students in

accordance with the law.

### **Student Access to Student Personal Information**

**[NOTE: After reviewing their obligations under PIPA, schools should consider adopting a policy (or revising their existing policy) regarding access by students to their own personal information.]**

### ***Principle 10 – Complaint Process***

Individuals may question compliance with the above principles.

### **Questions, Concerns and Complaints**

Questions, concerns, and complaints about privacy, confidentiality and personal information handling policies and practices of the school should be directed to the school's Privacy Officer by calling the school office. If necessary, individuals will be referred to use the school's complaint procedure and appeals policies.

### **APPENDIX**

**Suggestions for Language in Various Documents Used by Independent Schools for Parents and Students as they pertain to the PIPA legislation.  
January 2004**

I consent to having St. John's Academy collect personal information that may include student identification information, birth certificate, legal guardianship, court orders if applicable, parents' work numbers and e mail address, behavioural, academic and health information, most recent report card, emergency contact name and number, doctor's name and number, health insurance number and any similar information needed for registration.

I further consent to the use and disclosure of information contained in this form and otherwise collected by or on behalf of St. John's Academy.

- (1) for the purpose of establishing, maintaining, and terminating the student's or parent's relationship St. John's Academy.
- (2) for additional purposes identified when or before personal information is collected, and
- (3) as otherwise provided in St. John's Academy's Personal Information Privacy Policy, a copy of which is available on request. I also consent to the collection, use and disclosure of such personal information by and to agents, contractors and service providers of St. John's Academy.

*This information is required in order to register your child at this school and assist the school authority in making an informed decision as to your child's suitability and appropriate placement in the school. It will also allow the school to respond immediately to an emergency. For more information, the privacy officer for St. John's Academy: \_\_\_\_\_ is \_\_\_\_\_ and may be reached at \_\_\_\_\_.*

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

2. I consent to having photographs and work samples of my child(ren) used by St. John's Academy. in the yearbook, newsletters and other promotional material.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Additional Optional Language: \_\_\_\_\_

3. The school may prepare a family phone list (car pool list, class list, etc.) for a family phone directory. If you DO NOT want your phone number and address included, please indicate:  No

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

## PROCEDURAL FAIRNESS POLICY

### I. PREAMBLE

School authorities formulate policies and procedures to deal with a variety of situations. It is recommended that schools formulate written policies, particularly for situations where the potential for disagreement in human relationships is high. This document is not a policy but, it is a general statement of principles that will help schools achieve procedural fairness in the policies and procedures they formulate.

### II. INTRODUCTION

It is in the best interests of independent school authorities (“authorities”) and school officials in their employ (e.g., principals and administrative teaching staff) that procedures followed in making decisions affecting students or staff are fair and are seen to be fair. This principle applies equally to any process for appeal involving decisions of authorities’ school officials.

Fair procedures reassure students, parents and staff by providing integrity and consistency in respect to decisions made in the school setting which in turn will help to avoid misunderstandings and disputes.

Increasingly parents who feel they and their children have been unfairly treated as a result of a decision of a school official or authority, are seeking recourse to the court system or a statutory tribunal, e.g., the Human Rights Commission. To assist authorities and school official, the Federation of Independent School Associations (FISA), in consultation with the Office of the Inspector of Independent Schools, has developed these best practice guidelines in the hope that their use will help independent school communities resolve matters internally and reduce the likelihood of judicial proceedings.

### III. PURPOSE OF THESE GUIDELINES

These guidelines explain **in general terms** the principles which are the basis of “procedural fairness” and provide guidance as to how independent schools can effectively address the requirements of “procedural fairness” when developing policies governing their day to day operations.

An independent school should ensure it incorporates these principles and requirements when developing rules and procedures affecting students or staff. When developing rules and procedures an independent school should refer any legal issues or concerns to its lawyers for advice. Professional advice at an early stage may avoid problems and save expense later.

### IV. REQUIREMENTS OF “PROCEDURAL FAIRNESS”

Whenever the legal rights of an individual may be affected by officials exercising legal decision-making authority, there is an expectation that the decision will be made in accordance with the principles of “procedural fairness” and “natural justice”. These principles encompass the following elements:

- if a decision-maker (e.g., a principal or authority) is intending to consider a matter which may affect a person's rights, that person should be informed of the matter;
- the person should be given a reasonable opportunity to make oral or written submissions to the decision-maker on the matter being considered;
- the person is entitled to know and answer the case against them, that is to say, be informed of and be given the opportunity to respond to all information submitted which might influence a decision, prior to the decision being made;
- the person should be told the reasons for the decision;
- the decision-maker should act in a manner which is unbiased, fair and open-minded.

## **V. PROCEDURAL FAIRNESS AND STUDENTS**

The following paragraphs A and B are adapted from *Keeping Students Safe: A Practical Guide for Principals and Vice-Principals (June 1999)*

### **A. Basic elements of procedural fairness when dealing with student discipline include:**

1. Students need to be treated with respect and dignity and to know what is expected of them. The school authority/board and the school should enact codes of conduct and rules that are clear and well communicated.
2. In accordance with school policy, a student who is accused of breaching a rule should be notified of that of which he/she is accused, with the essential facts of what he/she is alleged to have done.  
[NOTE: In more serious cases, notification should also be given to a student's parents.]
3. An accused student should be given an opportunity to tell his/her side of the story. The right to be heard is a fundamental element of procedural fairness. Where the stakes are minor, this can be satisfied by the principal or teacher asking the student to explain her/his actions. More serious matters require more formal investigation and documentation.
4. The student and parent should be informed of any appeal or review procedure in accordance with school policy. Some form of appeal, e.g., to the principal, superintendent, principal's or board's discipline or appeal committee, or authority/school board, should be provided for in school policy, depending on the severity of the discipline.
5. There should be an assurance of no retribution for pursuing an appeal or review.

### **B. How can school authorities/boards ensure that they are unbiased?**

"Bias" may occur when the mind of the decision-maker is in some way pre-disposed to a particular result, or is closed with respect to particular issues and as a result the decision-maker lacks impartiality or neutrality. The British Columbia Court of Appeal in a case commented as follows: *"to charge such persons with bias is not merely to say that they would be likely to decide a particular matter in a particular way, but to say that they would do so improperly. The charge implies that the (decision-maker) would not decide the case independently, and on the basis of the evidence, but*

*would do so under improper influence, and with a view to achieving an extraneous or otherwise improper purpose.”*

Authorities and board members should follow the following guidelines to avoid bias or the appearance of bias:

1. Don't prejudge the evidence of the particular circumstances of the student's case, or give the appearance (e.g., in public statements) of having done so, even if you have strong convictions on such matters.
2. When selecting persons to hear a case or an appeal of a decision, avoid those who have a close out-of-school relationship, family ties or adversarial relationship with the student or student's family, or a staff member who is closely involved in the incident.
3. If a person (e.g., principal, staff member or committee member) has made a previous decision, or has been a member of a committee that has made a previous decision, that now is under appeal, such a person should only participate in the appeal for the purpose of providing testimony. Such a person should not participate in decision-making at appeal levels.
4. An appeal-hearing committee should not hear or receive evidence that will not be shared with the other party in the dispute. Do not receive evidence or representations from administrators or staff in the absence of the person appealing, and avoid the appearance of doing so.

### **C. What are appropriate procedural protections?**

The requirements of procedural fairness will depend on the seriousness of the matter being decided. At the low end of the scale, a minor infraction may be appropriately dealt with by an informal meeting between the principal or teacher and the student.

A decision respecting the possible suspension or expulsion of a student would be at the high end of the scale because of the serious implications for the student. These cases call for careful observance of all elements of procedural fairness and a full hearing involving the following:

- an impartial (unbiased) decision-maker;
- reasonable notice of the proposed suspension or expulsion which clearly sets out the grounds being relied on; this gives the student and his/her parents an opportunity to prepare a response;
- a hearing at which the student has an opportunity to present reasons why the proposed action should not be taken. Oral and/or written submissions will usually be appropriate with respect to expulsions or lengthy suspensions;
- the opportunity for the student to present witnesses;
- a fair and unbiased decision based upon the evidence presented;
- a timely decision with written reasons.

### **4. Mediation**

**For some types of disputes a mediation process may be a more appropriate and less confrontational way of resolving a dispute.**

**An authority should consider if it wishes to adopt a mediation process and the types of cases to which mediation would apply. Some associations of independent schools have a mediation policy in place. Also, the Dispute Resolution Office of the Ministry of Attorney General maintains a roster of BC mediators, and as a public service, will provide applicants with information respecting suitable, qualified mediators (250-356-8147 or toll-free 1-800-713- 0433).**

### **Summary of Key Points**

**Authorities and independent school principals should:**

- **establish rules of conduct for students attending educational programs at an independent school;**
- **ensure students and parents are aware of the rules of conduct and agree to abide by them;**
- **ensure that the principles of procedural fairness and natural justice are followed when decisions are made affecting the rights of a student whether the decision relates to a matter of discipline, e.g., suspension or expulsion from school, or to an important facet of the student's educational program, e.g., admission into a class or a mark assigned by a teacher;**
- **at least in more serious matters provide an appeal process which gives the student and/or parent an opportunity for a fair and unbiased review of the original decision.**
- **Establishing proper rules and procedures helps promote fairness and consistency in dealings with students and in the decision-making process and minimizes the possibility of successful legal challenges and the imposition of court imposed remedies.**
- **The level of procedural protections will depend on the seriousness of the matter. Minor matters may only require an informal and summary process. Serious matters such as student suspension or expulsion will justify a full hearing.**

Establish appeal or review procedures (e.g., to principal, discipline committee and the board of the authority) depending on the seriousness of the matter. When developing review or appeal procedures, independent schools should consider the breadth of the appeals committee's mandate. For example, will it be limited to a review of the procedures followed by the original decision-maker to ensure fairness and correctness, or will the appeal tribunal have wider powers, such as, reviewing and modifying the disciplinary actions taken, or reviewing all the evidence to determine guilt or innocence, i.e., a total rehearing of the case.

A mediation process may be an appropriate option in resolving certain matters.

## **VI. PROCEDURAL FAIRNESS AND TEACHERS/EMPLOYEES**

The terms and conditions of employment of teachers and other employees at an independent school will be governed by the contract of employment between the employee and the school authority.

### **A Collective Agreements**

If the employee is part of a bargaining unit represented by a bargaining agent (e.g., association or union) under the *Labour Relations Code*, the employee's terms of employment will be governed by the collective agreement negotiated by the bargaining agent with the school authority. A collective agreement will usually contain comprehensive provisions respecting procedural fairness in matters such as discipline, work assignment and promotions. Grievance, appeal and arbitration procedures would generally be included in the collective agreement.

### **B. Individual Agreements**

If an employee is not covered by a collective agreement, terms of employment will be governed by the individual contract of employment between the employee and the school authority. It is important that a contract of employment clearly sets out the duties and responsibilities of the teacher or other employee as well as those of the school authority. There should be procedurally fair provisions dealing with discipline, appeals and grievances. Clear and fair employment arrangements helps to promote an atmosphere of mutual trust in the school setting. This can minimize difficult and time consuming employee disputes and possible court actions. Because of the importance of the contract of employment it is recommended that school authorities, with the assistance of their legal advisors, develop clear and comprehensive formats for their employment contracts.

### **C. Employment Standards Act**

The Provincial *Employment Standards Act* contains important basic requirements respecting the conditions of employment of employees. In dealings with its employees, authorities and independent school officials should ensure compliance with the statutory requirements.

## **Readmission Requirements after Withdrawal**

Students will normally be required to withdraw if they do not make adequate academic progress according to the timelines and policies set by St. John's Academy. When a student is required to withdraw, the academic record will indicate "required to withdraw" and placed in their student file.

### **Over two quarters of absence**

Students who wish to return to St. John's Academy, and who have been away for two quarters, must reapply for admission by contacting the registrar. A whole new application will be expected, and application fee must be submitted. Reapplication requires a statement of intent to return and supporting evidence for readiness to rejoin the high school.

The Admissions Sub-committee will review the requests from students and will respond in writing with approval or not.

### **Under two quarters of absence**

Students who wish to return to St. John's Academy, and who have been away for under two quarters must make an appointment with school advisor. Student must prepare a statement of intent to return and supporting evidence as readiness to rejoin the high school. There is a \$250 consultation fee.

## **Auditing Courses**

### **Purpose**

St. John's Academy believes that education enriches individuals, communities and society as a whole. St. John's Academy is committed to enhancing the skills, knowledge and values of life-long learners in meeting students' educational goals.

### **Policy Statement**

Students who arrive after week 4 may register in courses at St. John's Academy as an audit student. As an audit student, students need consent from parents/guardians, instructor and advisor. Students must attend all class(s) for the remainder of the quarter and be an active participant. The student must be in good academic standing at the time of registration and must satisfy the prerequisites of the course.

If your performance is not satisfactory, you may be given Fail (F) standing. This mark will count toward your overall average.

### **Procedures**

Prior to registration, the student and advisor will complete an **Audit Form** outlining expectations regarding the student's attendance, participation and assignment completion, and regarding the instructor's provision of feedback or evaluation.

As an audit student, students need consent from parents/guardians, instructor and advisor. Auditing a course is dependent upon class size and other factors that the instructor and the school establish.

There is NO credit given for auditing a class.

Late student enrollment:

- Will pay 50% of the course tuition plus additional fees;
- Will not have to satisfy course prerequisites;
- Will be expected to attend classes regularly and be a positive part of the learning environment. No assignments are expected, no examinations are written;
- Cannot be changed to credit;
- Are not assigned a grade other than "AUD";
- Cannot use an "AUD" grade as a prerequisite for other courses

**AUDIT A COURSE FORM**

This form is to be used when requesting to audit a course. A student may wish to audit a course for interest, late enrollment, self-enrichment or academic exploration. Registration in audited courses is dependent upon class size and other factors. Grade 12 level courses may not be audited. Credit and marks are not given for audited courses.

Surname		Student PEN	
Given Name(s)			
Contact Information	Address		
	Telephone Number	Email	
Grade		Course to be audited	

**Policy Statement**

Students who arrive after week 4 may register in courses at St. John’s Academy as an audit student. As an audit student, students need consent from parents/guardians, instructor and advisor. Students must attend all class(s) for the remainder of the quarter and be an active participant. The student must be in good academic standing at the time of registration and must satisfy the prerequisites of the course.

As a late student enrollment:

- Will pay 50% of the course tuition plus additional fees;
- Realizes no credit is given for the course(s)
- Will not have to satisfy course prerequisites;
- Will be expected to attend classes regularly and be a positive part of the learning environment. No assignments are expected, no examinations are written;
- Cannot be changed to credit;
- Are not assigned a grade other than "AUD";
- Cannot use an "AUD" grade as a prerequisite for other course. If your performance is not satisfactory, you may be given Fail (F) standing. This mark will count toward your overall average.

**Authorization**

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Note: SJA reserves the right to restrict auditing to specific courses.

Submit completed form to Academic Advising

## **Academic Warning, Probation, and Dismissal Policy**

To be successful at St. John's Academy, students are required to keep a 65% for course work. Academic records are reviewed mid point in each quarter. Any student whose GPA falls below 65% either be issued an academic warning, placed on academic probation. The Committee on Academic Progress will issue a written notice of academic warning, probation, or dismissal to the student and the academic advisor.

Students on probation who improve their cumulative GPA to the minimum level or higher will be removed from academic probation.

**Academic Warning:** Students will be issued an academic warning when they have one of the following: (1) Less than 65%. The academic record of students who receive an academic warning for more than one semester will be reviewed for possible placement on academic probation.

**Academic Probation:** Students will also be placed on academic probation when they cannot obtain 65% in 2 or more courses.

Students who are placed on academic probation must meet with both their academic advisor to develop an academic recovery plan. First Year students who are placed on academic probation as a result of their first quarter results are required to enroll in study strategies, tutoring and homework help at lunch time.

If students are on an academic probation they may not reside on any committees within the school (ie. Student Council).

**Academic Dismissal:** Students will be dismissed from St. John's Academy, when there is three quarters worth of academic success.

The time period of dismissal will be for at least one quarter. Students requesting to return to St. John's Academy after the dismissal period must have approval from the Committee on Academic Progress. Students who wish to apply for readmission begin the process by contacting the Registrar's office. Applications for readmission are reviewed a month before quarter commences. Students should contact St. Johns office at least one month in advance to begin the process.

### **Repeating Courses**

Students who repeat courses for the purpose of improving their grade point average, or due to failing cannot receive credit for the course every time it is taken. For improving grades a course may be taken only TWICE.

Students who have failed- courses can be taken up to three time. This student is most likely on academic probation and therefore, attending lunch time tutoring is mandatory and attendance will be taken.

Courses repeated at another institution will not be accepted for transfer when credit has already been earned, with a grade of D- or above or grade of credit, at St. John's Academy.