



SCHOOL POLICIES

2023-2024



This document shall serve as the primary source of information and policy regarding the operation at St. John's Academy.

In case(s) where discrepancy between this document and other subsidiary/vernacular documents occur, this document shall serve as the authority.



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Section HR 100 Evaluations

Policy Name	Teacher Evaluation and Process Policy
Policy Number	
Date Created	September , 2022
Date Revised	June 2023
Date of Implementation	September 7, 2022

RATIONALE

The Teacher Evaluation Policy aims to ensure that each teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning at St. John's Academy.

PURPOSE

The purpose of teacher evaluation is to improve the quality of teaching and learning through a process that involves the teacher and principal. This evaluation is intended to provide feedback on teaching performance and to help shape decisions that foster best teaching practices and professional growth. The teacher evaluation has two components:

- A written evaluation by the principal and
- Creating a growth plan

TEACHER EVALUATIONS

Teacher evaluations will be completed in any school year for any teacher:

- on a temporary contract which is, or is likely to be, of six months or longer duration;
- in his/her first year in the school;
- every two years; and
- who requests a teacher evaluation.

The written evaluation must be completed, using the Teacher Evaluation Form.

Every performance appraisal must include two evaluative statements. The first will assess the learning situation as *satisfactory* or *less than satisfactory*, while the second will assess the overall performance of the teacher as either *satisfactory* or *less than satisfactory*.



EVALUATION CRITERIA

PLANNING

The teacher demonstrates knowledge of the curriculum and its application to the teacher's assignment and abilities of the students.

There is clear evidence of daily and long-term planning and preparation. Planning is such that a substitute teacher or other classroom observer would have a clear picture of the daily and long-range program.

INDICATORS

The teacher:

1. Develops long-range plans through a format of previews.
2. Prepares unit plans with objectives and learning outcomes identified.
3. Prepares daily lesson plans with an outline of activities related to these lessons.
4. Uses student feedback such as assessment in lesson planning.
5. Gives due consideration to class characteristics and individual student abilities.
6. Ensures that materials and equipment required for the daily lessons are in place.

INSTRUCTIONAL PROCESS

The teacher delivers instructions in a manner designed to facilitate and promote the potential for student learning.

INDICATORS

The teacher:

1. Prepares the students for the lesson by explaining the purpose of the lesson or by causing students to recall significant ideas or concepts from previous lesson(s).
2. Motivates the students by some activity designed to create interest in the lesson.
3. Selects a methodological strategy or strategies designed to achieve the intended learning outcomes and employs a variety of instructional presentation strategies.
4. Utilizes effective questioning techniques.
5. Ensures that content is presented in a suitable manner.
6. Monitors student progress to ensure that learning outcomes are being met.
7. Paces instruction to cover curriculum.
8. Carries out appropriate lesson closure activities.



ASSESSMENT

The teacher demonstrates a clearly defined, consistent and regular program of evaluation of student progress.

INDICATORS

The teacher:

1. Regularly assesses student performance against established learning outcomes.
2. Incorporates results of student evaluations into future instructional planning.
3. Uses a variety of appropriate assessment procedures.
4. Provides feedback to students through regular marking of work.
5. Maintains records of student assessment.
6. Adjusts evaluation for exceptional students.

CLASSROOM MANAGEMENT

The classroom must be managed in such a way as to facilitate effective student learning with an established set of expectations for teacher and student behaviour.

INDICATORS

The teacher:

1. Provides clear direction for classroom procedures and clear expectations for classroom behaviour.
2. Ensures that all students have an enabling learning environment.
3. Treats students in a fair manner, allowing for individual differences.

CLASSROOM ENVIRONMENT

The classroom environment should be well-organized and should facilitate and sustain interest in learning.

INDICATORS

The teacher:

1. Strives to make the classroom an inviting place for learning by maintaining the room in a neat and orderly fashion.
2. Actively promotes positive student/teacher and student/student interaction.
3. Fosters respect, good manners and social responsibility in students.



PROFESSIONALISM

The teacher demonstrates commitment to the teaching profession, noting that it requires professional behaviour and growth.

INDICATORS

The teacher promotes his/her professionalism by participating in one or more of the following:

- In-services
- Conferences
- Short courses
- Professional readings

Teacher Growth Plan

Professional Growth Plan

All teachers are to create a professional growth plan which shall be subject to the consent of the individual teacher and the principal.

The content of a teacher's professional growth plan shall be determined by the individual teacher and the principal. The growth plan format must contain the following elements:

- professional goals (the area(s) the teacher and the principal want to emphasize this year);
- activities the teacher proposes in order to accomplish his/her goals.
- criteria for completion (how the teacher will know that the goals were achieved).

The growth plan will be used in conjunction with the teacher evaluation.

The growth plan will be used in conjunction with the teacher evaluation. It is continual, working document which will showcase growth.

Teacher Professional Growth Plan 2023-2024

The purpose of a Teacher Growth Plans is to support the professional growth of teachers for the continuous development of instructional practices in order to enhance student learning.

Teacher:

Grade:

Goal Statement 1:

<p>Goal Statement <i>What do I want to change about my instructional practice that will directly impact student learning?</i></p>	<p>Implementation Plan <i>What are the specific actions necessary for the goal to be accomplished and within what timeline?</i></p>	<p>Indicators of Success <i>How will I know I have accomplished my goal?</i></p>



Goal Statement 2:

Goal Statement	Implementation Plan	Indicators of Success
<i>What do I want to change about my instructional practice that will directly impact student learning?</i>	<i>What are the specific actions necessary for the goal to be accomplished and within what timeline?</i>	<i>How will I know I have accomplished my goal?</i>

Goal Statement 3:

Goal Statement	Implementation Plan	Indicators of Success
<i>What do I want to change about my instructional practice that will directly impact student learning?</i>	<i>What are the specific actions necessary for the goal to be accomplished and within what timeline?</i>	<i>How will I know I have accomplished my goal?</i>



Policy Name	Principal Evaluation
Policy Number	
Date Created	September , 2022
Date Revised	June 2023
Date of Implementation	September 7, 2022

RATIONALE

The purpose of the Principal Evaluation Policy is to provide procedural guidelines for both the formative assessment of a Principal's professional growth and the summative evaluation of their performance. The goals of the Principal Evaluation Policy are:

- to develop and maintain a learning environment for students
- to promote and facilitate a continuous program of principal reflection, decision making, and personal and professional growth
- and, to provide a formal process for the regulation of a consistent standard of best practice

POLICY

The intent of the Principal Evaluation Policy is twofold. The first (formative) is to provide a vehicle for Principals to assess and reflect upon their professional practice and engage in sustained personal and professional growth. The second (summative) is to provide a formal process for regulation of a consistent standard of best leadership practice. To this end an annual process of a formative assessment co-exists alongside a cyclical process of a summative evaluation.

PROCEDURE

Summative evaluations of a school Principal will be carried out by an educational professional chosen by the Authority. The cycle for summative evaluation is:

- Regular cycle: in this cycle, Principal is required to undertake a summative evaluation every five years.
- New Principals: Principals new to the profession are required to undertake a process of formative assessment in their 1st year and a summative evaluation in their 2nd and 5th years as Principal.
- Experienced Principals new to St. John's Academy: Are required to undertake a process of summative evaluation in their 2nd year in St. John's Academy.
- Special Circumstances: There may be times a Principal may be required or request a summative evaluation independent of the regular cycle. Under these circumstances the permission of the Authority must be obtained.

Professional Growth Plan

All administrators are to create a professional growth plan.



The growth plan format must contain the following elements:

- professional goals (the area(s) the teacher and the principal want to emphasize this year);
- activities the teacher proposes in order to accomplish his/her goals.
- criteria for completion (how the teacher will know that the goals were achieved).

The growth plan will be used in conjunction with the principal evaluation. It is continual, working document which will showcase growth. All finished evaluations will go in the Principal file.



Section HR 200 Student and Employee Safety

Policy Name	Emergency Preparedness Protocols
Policy Number	
Date Created	September, 2022
Date Revised	June 2023
Date of Implementation	September 7, 2022

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 St. John's school authority 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	Ms. Kim
Teacher	Ms. K
Administrator	Dr. Meadows
Admissions	Mr. Kim

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



Policy Name	First Aid Policy
Policy Number	
Date Created	September , 2022
Date Revised	
Date of Implementation	September 7, 2022

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:

Miri Kim		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
Miri Kim	Miri Kim	Miri Kim	Miri Kim	Miri Kim
8:00 – 4:00	8:00 – 4:00	8:00 – 4:00	8:00 – 4:00	8:00 – 4:00

Dr. Meadows 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**



4. Will consult with the office to determine how to transport staff that require transportation to medical aid, but that do not require an ambulance.
5. 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
6. School administration must be informed. School administration/first aid responder (or designate) will meet the ambulance at the predetermined location **likely the office.**
7. 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.



Policy Name	Emergency Response Plan
Policy Number	
Date Created	September , 2022
Date Revised	
Date of Implementation	September 7, 2022

It is a goal of the school to provide a safe and secure learning environment for all students. St. John's Academy will regularly participate in drills including earthquake drills, fire drills and lockdowns. We maintain emergency and first aid supplies in the event of an emergency. In addition, to natural disasters, our schools are also prepared for other risks and threats of dangers ranging from health -related issues to potential intruders.

Our response to an emergency will vary depending on the situation. Any response will be a coordinated effort with our local support and emergency agents. St. John's Academy works in partnership with the RCMP, the Fire Department, Coastal Health, and the Ministry of Children and Family.

Emergency, Unscheduled and Snow Closures

In the event of an unscheduled school closure caused by snow, emergency, or extraordinary circumstances an alert announcing the affected schools will display at the top of the school website.

When in an emergency the school will send an email to SJA community about what is happening and next course of action.

Current information on school closures or threats of closures due to external conditions is also available:

- On School websites
- On Facebook and Instagram.
- On media outlets such as [CKNW](#), [News1130](#), [170.1 Country](#), [CBC Radio](#), [107.7 Pulse Radio](#)
- By phone at 604-683-4572

IMPORTANT NUMBERS

- Vancouver Coastal Health: 604-763-2033
- Family Services: 604-731-4951
- Non-Emergency (Police) : 604-717-3321
- Suicide Hot Line 1-800-784-2433
- Kids Help Line 1-800-668-6868
- Crisis Line (604) 872-3311
- After Hours Chinese Crisis Line (through SUCCESS) (604) 270-8222 for Mandarin or (604) 270-8233 for Cantonese



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, and 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.
- Health and Safety information can be found on the bulletin St. John's school authority 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*
 - *Second Floor: Staffroom*

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		
<div style="text-align: center;">  <p>CODE RED (announced over intercom) Full Lock Down</p> </div> <p>The exterior doors of the school shall</p> <ul style="list-style-type: none"> • Be locked if the threat is outside • Not be locked if the threat is within. <p>Room doors will be locked. No movement inside the school.</p> <p>INSIDE BUILDING</p> <ul style="list-style-type: none"> • Gather students into nearest classroom • Check the hall/washroom for passing students/staff and direct them to immediately enter the classroom. • Close and lock room door(s). • Close windows and blinds/shutters • Keep students away from doors, windows and outside walls. • Teacher to instruct students to duck and cover • No one admitted once door secured. • Remain calm and reassure students • No talking • Record names of those present and list any missing • Adult answers classroom phone. • Administrator to keep text list of staff & provide periodic situation updates. • Direct students & staff to turn off cell phone ringers. • Follow directions of Principal/VP or RCMP <p>Remain in secured rooms until CODE GREEN – ALL CLEAR is given by Principal/VP or RCMP.</p> <p>OUTSIDE BUILDING</p> <ul style="list-style-type: none"> • Do not enter building. Go to designated offsite assembly area and wait for RCMP. • Record the names of persons in your care • Remain in place until CODE GREEN – ALL CLEAR is given by Principal/VP or RCMP.. 	<div style="text-align: center;">  <p>CODE YELLOW (announced over intercom) Perimeter Lock Down</p> </div> <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"> • Keep students in classroom unless otherwise directed. • Close door • Students outside classroom must go where directed • Classes outside building to proceed into the building. • Principal to ensure the exterior doors are locked. • Remain in place until CODE GREEN – ALL CLEAR is given by Principal/VP or RCMP 	<div style="text-align: center;">  <p>CODE GREEN (announced over intercom) All Clear</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <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 style="border: 2px solid black; padding: 10px; margin-top: 20px; text-align: center;"> <p>CLASSES NOT IN SESSION (before/after school, lunchtime, between classes)</p> <ul style="list-style-type: none"> • Direct all staff and students to the nearest room where space is available • Follow procedures under Code Red or Code Yellow as appropriate. </div>
<p>Revised February 2012</p>		



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.

5. 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 drawers, shelving, and flooring of St. John's Academy.
- 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).

Sept 16	Fire Drill
October 15	Lockdown Drill
Nov 15	Earthquake Drill
December 6	Fire Drill
January 11	Fire Drill
February 9	Lockdown Drill
March 7	Earthquake Drill
April 5	Fire Drill
May 10	Fire Drill
May 26	Lockdown Drill
June 7	Earthquake Drill
June 22	Fire Drill



Policy Name	Child Abuse and Neglect Policy
Policy Number	
Date Created	September , 2022
Date Revised	June 2023
Date of Implementation	September 7, 2022

Appointed School Official	Dr. Michelle Meadows
Alternate Appointed School Official	Mr. Bruce Schei

Appointed School Official: Responsible for working with child care workers to determine whether a child has been harmed by someone who works or volunteers at the school, or works on contract for the school.

The role of the alternate appointed official is to ensure the continuity of the reporting and investigation process in the event of possible involvement of the primary appointed official in a matter that falls under section 14 of the CFCSA.

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 St. John's school authority 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/Neglect

<i>Physical Indicators</i>	<i>Behavioural Indicators</i>
<ul style="list-style-type: none"> • 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 • Cuts or sores on arms or legs 	<ul style="list-style-type: none"> • Sudden onset of nightmares, bedwetting, and/or fear of the dark • 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) – Mr. Schei

Suspected Abuser IS NOT 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.

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

2. 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

<i>Physical Indicators</i>	<i>Behavioural Indicators</i>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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



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

<p><i>Physical Indicators</i></p> <ul style="list-style-type: none">• bed-wetting and/or frequent diarrhea• frequent psychosomatic complaints• headaches• nausea• abdominal pains	<p><i>Behavioural Indicators</i></p> <ul style="list-style-type: none">• 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
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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

- (i) provision for the child's care;
- (j) if the child is or has been absent from home in circumstances that endanger the child's safety or well-being;
- (k) if the child's parent is dead and adequate provision has not been made for the child's care;
- (l) if the child has been abandoned and adequate provision has not been made for the child's care;
- (m) 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
- 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
- d) *Youth Criminal Justice Act*, available online 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

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



Policy Name	Fieldtrip Policy
Policy Number	
Date Created	September , 2022
Date Revised	
Date of Implementation	September 7, 2022

RATIONALE

St. John's Academy encourages and supports student participation on field trips that enhance and expand educational experiences and opportunities. Field trips enhance and enrich opportunities for active participation, learning at different rates and in different ways in individual and social contexts. Learning experiences become firsthand observations, participation, and then living and engaging in the experiences St. John's Academy has adopted the Ministry's Principles of Learning as the foundation for all programs.

STATEMENT

This policy is being written to ensure the safety of everyone participating in School fieldtrips at St. John's Academy. The school believes that in planning for any learning experiences including field trips, consideration must be given to student safety, curricular relevance, and the appropriateness of the activity to the student's educational program. In all cases it is necessary for the adults supervising staff to have the requisite skills and experience to provide safe and appropriate field trip experiences.

PRINCIPLES

A field trip is a school sponsored activity which occurs off school grounds for any period of time possibly beyond the curricular class.

Field trips sometimes emerge very quickly and supports need to be in place to be successful. Top priority is student safety and well-being.

Students while on fieldtrips are governed by St. John's Academy code of conduct. Cost minimization should be a priority.

Student safety shall be given paramount consideration and plans to deal with potential safety concerns must be evident and included in the planning documentation.



CATEGORIES

There are four categories of field trip:

- 1) Lesson Trip, or within the allocated classroom time of the teacher.
- 2) Day Trip during school hours.
- 3) Day Trip leaving and/or returning outside of school hours.
- 4) Overnight Stay.

PROCEDURES APPROVAL

One-Day Field Trips

All one-day trips must be approved by the principal and received two (2) weeks prior to day of excursion. Approval forms handed in to the front office when leaving.

The principal at St. John's Academy is responsible for ensuring fieldtrips are authorized, planned, organized, and supervised. Risk management of off-site activities need to be assessed and the safety and security of all participants must be considered.

Staff are to fill out the field trip forms giving detailed description of purpose, how it links to the curriculum, costs, benefits, number of students, transportation, and number of supervisors.

Ensure that the school's policy, guidelines, and administrative procedures have been fully observed.

Once approved, principal and staff member sign, the staff member send a letter home to parents/guardians/custodians for approval and signature.

Before going on a day trip.

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

- Gather a list of medical phone numbers – hospital, police, etc., near fieldtrip
- Have a contact list of school personnel to call in case of emergency: Principal and Office
- Ensure a second Lead on trip is known and announced (In case something happens to lead teacher, the second one is in charge, select a student representative as well and share communications protocol with them).
- Gather all names of participants
- Telephone contact numbers for participants and staff
- Ensure medical needs are met - Medication and medical alert needs for participants, as needed.
- A first aid kit appropriate to the needs of the students/nature of the event must be available on the trip.

Emergency Procedures

A chain of notification must be in place in the event of an emergency. This chain should include the administrator and parents. One teacher is designated as the individual in charge and responsible for



beginning the chain of notification should an incident occur. A second teacher is designated should the first become incapacitated. If there is no second teacher, a responsible student is designated.

A means of emergency communication should be available.

Organizational Chart (If something to happen to top – default to next in Line)

Lead Teacher _____	Phone Number _____
Second Lead Teacher _____	Phone Number _____
Student Representative _____	Phone Number _____
Student Representative _____	Phone Number _____

Information of where fieldtrip is: (Also found on Fieldtrip Forms)

Location: _____
Contact Name: _____
Contact Phone Number: _____

Multiple-Day and/or Out-of-Province Field Trips

The principal at St. John’s Academy is responsible for collecting all the paperwork around multiple day and out of province field trips.

Staff must have: Field trip form completed, liability paperwork, curriculum relevance, length of stay, accommodations transportation are all necessary in this planning stage.

Description of budget consisting of revenue (cost to student) and expenditures (cost of trip) (optional trips only).

For all out-of-country trips, the principal will sign the permission for trip departure within seven (7) days of departure, after consideration of government-issued travel advisories for the destination. A Pre-Trip parent/student scheduled information meeting is mandatory for all high-risk day activities, multiple day, and/or out-of-province field trips. An administrator must be present at the meeting to discuss expected behaviour.

Emergency Planning/Cancellation of Trip information, including cancellation provisions, collection/disclosure of student medical and personal information, first-aid arrangements, and the Emergency Communication and Return Plan.

Description of supervisors: teachers, and other adult volunteers, along with contact information. Transportation and accommodation arrangements.

Itinerary consisting of date(s), departure and return times and schedule of planned activities. Once all paperwork has been handed in, the principal evaluates the overall purpose of the fieldtrip and if aligning with learning outcomes in the BC Curriculum will share with the Authority for approval.



Notice: Trips should not be planned where there is a current travel advisory. In the event that a significant security, safety or health issue arises before or during a trip, the trip will be effectively cancelled, and participants will return home unless the Authority or his designate determines otherwise.

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

- Gather a list of medical phone numbers – hospital, police, etc., near fieldtrip
- Have a contact list of school personnel to call in case of emergency: Principal and Office
- Ensure a second Lead on trip is known and announced (In case something happens to lead teacher, the second one is in charge, select a student representative as well and share communications protocol with them).
- Gather all names of participants
- Telephone contact numbers for participants and staff
- Ensure medical needs are met- Medication and medical alert needs for participants, as needed.
- A first aid kit appropriate to the needs of the students/nature of the event must be available on the trip.

Emergency Procedures

A chain of notification must be in place in the event of an emergency. This chain should include the administrator and parents. One teacher is designated as the individual in charge and responsible for beginning the chain of notification should an incident occur. A second teacher is designated should the first become incapacitated. If there is no second teacher, a responsible student is designated.

A means of emergency communication should be available.

Organizational Chart (If something to happen to top – default to next in Line)

Lead Teacher _____	Phone Number _____
Second Lead Teacher _____	Phone Number _____
Student Representative _____	Phone Number _____
Student Representative _____	Phone Number _____

Information of where fieldtrip is: (Also found on Fieldtrip Forms)

Location: _____
 Contact Name: _____
 Contact Phone Number: _____

INFORMED CONSENT

Written parental consent is necessary for pupil participation in all field trips. Prior to obtaining consent of parents or guardians the supervising teacher shall inform parents or guardians of trip details.

These details include:
- program rationale



- dates
- departure, return time and pick up arrangements
 - cost
 - method of transportation
 - destination
 - elements of risk

No student may participate without an appropriately signed consent form. Consent forms are retained at the school until completion of the trip.

SAFETY AND EMERGENCIES

The safety of students and staff on all field trips is of paramount importance. There must be adequate supervision on fieldtrips.

The following factors will be taken into consideration:

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

For students not going on a fieldtrip, arrangements must be made with other classroom teachers to supervise them at the school.

The teacher should be aware of any health or emotional problems for each individual student.

TRANSPORTATION

Bus travel for students contains many inherent risks to students' safety. Best practice dictates that the school supervisor takes every precaution possible to protect the students from harm during travel including advising them of expected behaviour on the bus, bus safety rules and emergency procedures and communications. In the event of an emergency, all passengers on the bus must know what to do.

If taking a bus - the principal/teacher lead shall ensure that:

- Any potential safety issues have been identified;
- A plan to deal with safety issues has been developed; and,
- The bus transportation companies have an evacuation process in place and that this information is shared with the students and staff prior to departure.

Upon completion for seating, before the bus leaves, the supervisor will ensure that all the safety protocols of that vehicle are explained to the passengers by the bus driver including emergency evacuation procedures and what to do in an emergency.

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



- Gather a list of medical phone numbers – hospital, police etc near fieldtrip
- Have a contact list of school personnel to call in case of emergency: Principal and Office
- Ensure a second Lead on trip is known and announced (In case something happens to lead teacher, the second one is in charge, select a student representative as well and share communications protocol with them).
- Gather all names of participants
- Telephone contact numbers for participants and staff

- Ensure medical needs are met- Medication and medical alert needs for participants, as needed.
- A first aid kit appropriate to the needs of the students/nature of the event must be available on the trip.

Emergency Procedures

A chain of notification must be in place in the event of an emergency. This chain should include the administrator and parents. One teacher is designated as the individual in charge and responsible for beginning the chain of notification should an incident occur. A second teacher is designated should the first become incapacitated. If there is no second teacher, a responsible student is designated. A means of emergency communication should be available.

Organizational Chart (If something to happen to top – default to next in Line)

Lead Teacher _____	Phone Number _____
Second Lead Teacher _____	Phone Number _____
Student Representative _____	Phone Number _____
Student Representative _____	Phone Number _____

Information of where fieldtrip is: (Also found on Fieldtrip Forms)

Location: _____

Contact Name: _____

Contact Phone Number: _____

Who to call in an emergency: _____



Policy Name	Crisis Communication Protocol
Policy Number	
Date Created	September , 2022
Date Revised	
Date of Implementation	September 7, 2022

1.1 Introduction

This protocol is designed to provide the system with guidance in communicating to stakeholders, including parents/guardians, staff, students and media, in emergency and crisis situations. In an emergency, the safety and well-being of students, staff, and volunteers are the first priorities of the schools and the system. Additionally, the provision of factual information is of critical importance. Communications with the media, staff, parents/guardians, students and the general public, must be accurate, timely, effective and consistent.

RATIONALE: Bus travel for students contains many inherent risks to students’ safety. Best practice dictates that the school supervisor take every precaution possible to protect the students from harm during travel including advising them of expected behaviour on the bus, bus safety rules and emergency procedures and communications. In the event of an emergency, all passengers on the bus must know what to do.

POLICY: The School supervisor shall ensure that he/she follows the protocols described in Policy 200 Field Trips” that describe what the supervisor must do before the field trip begins. The supervisor must double check that he/she has the “Red Emergency Book” that contains all the emergency information of every person on the trip.

Upon completion for seating, before the bus leaves, the supervisor will ensure that all the safety protocols of that particular vehicle are explained to the passengers by the bus driver including emergency evacuation procedures and what to do in an emergency.

PROCEDURES:

All field trips must be authorized by completing the “Filed Trip Proposal” form and having it authorized by the School supervisor.

Bus Safety Drills

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

Before going on fieldtrip ensure team leaders have all necessary information needed such as: student contact information, name and number of destinations, first aid kit, and name lead teachers(s) and a student.



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.

This protocol provides direction for communication at the site of an incident as well as within the school and through the system in general. It outlines who should provide the necessary and appropriate information, to whom the information should be directed, and how it is disseminated.

Not all crisis situations can be anticipated. Canada Royal Arts Emergency Response Plan provides step-by-step information on how to deal with a crisis situation once it has occurred.

Off -Site Activities

Students and staff may not always be on school property when an emergency occurs. There may be times when school is in session but students and staff may be out of the building – recess, lunch breaks, PE classes, field trips or attending tournaments or other events. School plans should provide for guidance in the event of the need for response during school sponsored events that take place on school property.

CONSIDERATIONS

**First aid kits in school buses or in cars if staff are driving students,
First aid training for staff who are driving students or taking students on field trips, and
Providing for cell phones and portable chargers for staff who supervise students off site.**

To ensure that accurate information and a consistent message is provided to the media in a crisis, there should be only one spokesperson.

In Canada Royal Arts, the Principal is the school's spokesperson. The Chair of the Board speaks on behalf of their part to provide the political perspective.

At times there may be more than one spokesperson designated depending on the type of inquiries, and the need for specific expertise to respond to questions or concerns.

2. School-Level Response Procedures

When an emergency or crisis situation takes place at a school, or there is potential for media coverage due to a "headline" event, the Principal will take the necessary emergency response.

Fires, weather-related emergencies, violent episodes, significant injuries, or other emergency/crisis situations, as well as events that are controversial in nature are often a focus of media attention.



However, fear of potentially negative media reports is no reason to refuse legitimate requests for information. It is important to remember that in the normal course of affairs, the media also provides coverage of “good news” items, and in doing so helps to build the reputation of an individual school, other schools in the system and the Board.

Voicemails and emails are not appropriate.

The principal must be notified immediately in all potential emergency situations and where there could be controversy, media or public interest, or parental concerns. Notification will ensure that the Board is not caught off guard and can be prepared to respond to the media and other inquiries if necessary.

Spokesperson and Release of Information

Where a school-level response to a situation is sufficient, the Principal will act as the school’s spokesperson. It is critical that the principal be provided with accurate, current information about the situation, on an ongoing basis until it is resolved.

All questions related to a police investigation must be referred to the appropriate police service.

In the event of a student or staff accident, the Principal will notify the parents/guardians or next of kin. **However, in the event of a death, the police have the responsibility for notification of the next of kin.**

In order to maintain compliance with the Freedom of Information and Protection of Privacy Act, personal information about students or staff involved must not be released without appropriate permission (family, police, etc.). Permission must also be obtained before providing individual or group photographs or details pertaining to a child’s registration at the school (see Appendix D – Freedom of Information and Protection of Privacy and the Media).

Internal Communication Response Techniques

The Principal is responsible for internal school communication. They must ensure that students, teaching and support staff, school councils, and parents/guardians are provided with timely and accurate information until and often after a situation is resolved

Many students carry cellphones and other electronic communication devices. With easy access to cellphones and social media, students and parents/guardians may contact each other or communicate with others inside and outside of the school during a crisis situation. Some may even contact the media directly. It is important for principals to be aware of how quickly information can be spread throughout the school community.

You cannot prevent the media from interviewing staff, students, or parents/guardians off school property. As a result, what, when and how you tell those involved in the situation is an important part of crisis communication management. All information must be factual, concise and within the limits of



what is appropriate and acceptable to release (see Appendix F – Communication Response Worksheet).

In a situation that takes place over an extended period of time, you may need to update people on a regular basis (daily at a minimum) until the situation is resolved.

Once the situation is resolved a letter outlining the situation and the school's response for distribution to students, staff, and parents/guardians following an incident.

Below are suggested vehicles for getting the word out to the various in-school audiences, and keeping the rumors and speculation confined. Ask yourself: Who needs to know? What do they need to know? When do they need to be informed? What's the best way to provide this information?

Communicating with Staff

Include all staff members – teachers, support staff, admissions– anyone who is doing a job inside your building. This would extend to volunteers and third party operators who are on-site during an emergency or crisis situation. Your school's Emergency Response Team, school office and custodial staff can help you manage the situation, including the communications. Brief the school Emergency Response Team immediately and review roles and responsibilities

- Hold face-to-face meetings with groups of staff and others as soon as possible (i.e., teachers, support staff, volunteers, third party operators)
- Use your school's internal email system to provide details to those not available
- Prepare teachers and others who will be providing information to students on what to say – writing it down can help them and you
- Prepare written messages for those people who will be responding to telephone inquiries
- Provide support and assistance to staff

Thank staff repeatedly for their assistance and support.

Communicating with Students

Age-appropriate communication is the key with students. Teachers speaking with students should be briefed on the situation so they can respond to questions and concerns.

- Have teachers talk to students in the classroom
- Speak one-on-one or in small groups with directly affected students
- Reassure students, provide physical and emotional support
PA announcements (senior elementary and secondary schools)
- Consider if large assemblies and large group meetings are appropriate, specifically at the outset of a crisis
- Meet with student government leaders
- Get students involved in any post-crisis activities
- Provide information to students about safety precautions, and about talking to the media. Remind



students that they are not obligated to speak to the media if contacted

- Request and collect input from students to help prevent future incidents
- Call the Crisis Response Team to support students as needed
- Provide services as required through the Crisis Response Team, Counselling Services and local agencies, if warranted.

Communicating with Parents/Guardians

The Principal will ensure that the school responds to telephone inquiries from parents/guardians and the public. A brief factual summary/statement should be prepared, as well as information on processes and constraints for staff who may be dealing with the phone calls directly.

Notify the parents/guardians of all students directly involved in the incident as soon as possible

- Respond to phone inquiries personally, if necessary
- Take time to meet with parents/guardians who arrive at the school
- Identify staff to deal with phone inquiries
- Send a letter home to provide details on the incident and the response (provide this to staff)
- Use the school's "call out" system if available and appropriate
- Offer assistance in dealing with the situation and provide details on how they can help and talk to their children
- Remind parents/guardians that they are not obligated to speak to the media if contacted
- Post information for parents/guardians on the school's website.

2.3 Working with the Media

In many situations the Principal or designate will serve as the media spokesperson for the school. In an emergency or a crisis, however, Principals must look first to the safety and well-being of their students, staff and the school.

If reporters call or arrive at the school, the Principal should contact the Director to brief them on the situation and develop key messages.

The Principal should provide as much appropriate information as possible. Cooperate with the media as much as possible to prevent them from seeking information from unreliable sources (see Appendix C – Communication Tips for Working with the Media).

It is permissible to tell a reporter that you can't speak with them immediately, but will do so when the situation is under control and information has been gathered. "I need time to collect information and to deal with the students and staff" is an appropriate response in these cases.

As a Principal, you also have the right under provincial legislation and Board policy to ask a reporter (or any other person) to leave the school property if you feel that the safety or well-being of anyone is compromised by their presence. They may choose to wait off the property and talk with any available



onlookers, including staff, students and parents/guardians, but there is very little that can be done about this type of activity.

Staff, students and parents/guardians should be reminded that they do not have to talk to the media.

In responding to media inquiries at the outset of an emergency or as a result of an incident, the Principal has the following options:

- Provide information about the incident that is accurate, confirmed, and does not compromise anyone's privacy
- Indicate that the investigation is continuing and full details are not currently available, but will be provided as soon as possible

Additional information on working with the media is included in Appendix C. The Communications and Community Engagement Officer is also available to provide assistance and training.

Post-Crisis Review

The Principal can call on the Director, to provide assistance in reviewing the school's crisis communication response. It is important that documentation and notes made during the crisis are available to help guide the review.

Depending on the situation that has occurred, the participants in the review can include any or all of the following:

- School office and other support staff if involved in the crisis communications
- Director
- Other senior administrators and/or board staff who assisted during the situation

It may also be useful to consult with key audiences about the effectiveness of the communication. This would include students, staff, parents/guardians, and others directly involved. They do not need to be part of the formal review, but seeking their opinions on how information was communicated to them can help a school or the system revise or develop new procedures for use in the event of future incidents. Appendices E and F are information-gathering templates that can help inform a review or evaluation.



Policy Name	Harassment and Bullying Prevention
Policy Number	
Date Created	September , 2022
Date Revised	
Date of Implementation	September 7, 2022

The Ministry of Education requires that all schools in the province of British Columbia establish and implement a harassment and bullying prevention policy according to the Harassment & Bullying Prevention Order (2017).

PURPOSE

Students studying at St. John’s Academy will be ensured a safe, caring and orderly environment, focusing on students’ physical safety, social connectedness, inclusiveness, and protection from all forms of bullying and harassment. For students and staff to fully attend and engage in the learning at St. John’s Academy, the school will meet the standards outlined in the BC Human Rights Code. These standards revolve around prohibited grounds of discrimination, bullying and harassment. All students have the right for protection regardless of race, colour, disabilities, gender, gender identity and expression, religious beliefs, sexual orientation, ancestry, or national origin.

This policy underlines the seriousness of harassment and bullying and urges all employees and students to work towards its elimination either as a participant or an observer.

DEFINITIONS

Bullying comes in many forms such as verbal bullying, social bullying, cyberbullying and physical bullying. It is repeated negative behaviour with a power imbalance directed from either a group or a person towards another individual. Examples include: physical and emotional aggression, threatening behaviour, putting one down, making fun of, using social media to hurt, verbal abuse, or any behaviour that is not welcomed.

Harassment is defined as any behaviour written, physical or verbal that is unwanted and that intends to humiliate, offend or degrade an individual. Examples are: comments that hurt or humiliate, verbal abuse, harmful hazing, or repeated acts of bullying.

Sexual harassment is unwanted physical contact, sexual advances, unwanted remarks of sex, teasing of body, gestures, comments, abuse, leering, and/or sexual behaviour that causes humiliation or harm.

EXPECTATIONS FOR A SAFE AND CARING SCHOOL ENVIRONMENT

This policy addresses what is deemed as acceptable behaviour and unacceptable behaviour at any school-sponsored events, fieldtrips, school grounds, and school-provided transportation.



Acceptable behavior

- Trying your best
- Attending school regularly
- Being accountable
- Following school procedures
- Celebrating growth
- Contributing to a positive and safe culture and environment
- Helping others who are in need
- Respecting cultures
- Respecting individual differences
- Using acceptable language
- Getting help when in conflict
- Following classroom and school expectations

Unacceptable behaviors

Acts of aggression

- Bullying
- Cyber bullying
- Intimidation
- Physical violence
- Threats
- Violence and abuse
- Slander

Illegal acts or usage

- Intoxication or use of banned substances, including vaping
- Possession of weapons, replica weapons, and /or explosives
- Intruders or trespassers (all visitors must report to the school office)
- Retribution against a person who has reported incidents
- Discrimination against race, colour, disabilities, gender, gender identity and expression, religion

PROCEDURE

If a report of bullying has been received. Staff from St. John's Academy will ask questions to get a better understanding of what is happening or what did happen. These questions are not only to understand the situation but to clarify original purpose and intent.

The bully and bullied will be interviewed separately, notes will be taken to gather sides of the story. Each or all participants will be able to tell their version of events and detailed reports of any meetings,



conversations, emails will be documented and filed. Students involved will be told of findings upon completion of interviews.

If it is clear that bullying or harassment has occurred, communications with all involved will be started. A full and detailed record will be kept of all reports, meetings, interviews and strategies; a copy of which will be filed.

Strategies or tools will be suggested to help solve the problems and move into a restorative phase. Resolution will be attempted, and restorative action plan implemented for all involved.

Both bully and bullied will be seen for a period of time after incidence to ensure feelings of safety and security are evident.

Harasser/Bully

When it is made aware of who is doing the bullying, they are to stop the behaviour immediately. If needed, support will be given to find closure and resolve possible issues. During mediation, the responsible adult will tell the bully/harasser that any retaliation against a student who has made the complaint will not be tolerated and will lead to disciplinary action.

Consequences from the St. John's Academy principal shall be based on the student's age, maturity, and special needs, if any.

CONSEQUENCES

St. John's Academy will respond seriously to any communication or behaviour that deliberately degrades, denigrates, labels, stereotypes, incites hatred, prejudice and discrimination towards students on the basis of one's real or perceived sexual or gender orientation, identity, appearance, capacity, disability, ethnicity or religion. This also includes making gestures, publishing, or displaying anything that would indicate an intention to discriminate against an individual or group, or expose them to contempt or ridicule.

Our expectations are that students will maintain an attitude that is cooperative, courteous, inclusive, and respectful while at school, school events, and where their actions affect the school community. Students have a responsibility to respect the rights and dignity of others and to become actively involved in their own academic learning and social growth. St. John's Academy will take corrective action or disciplinary measures, 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.

Bullying and Harassment are illegal under the Canadian Law, so is victimizing those who report an incident. Therefore, St. John's Academy and its authority will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the policy. St. John's Academy will take corrective action and or disciplinary measures against any person who has harassed or bullied someone. Consequences shall be based on the student's age, maturity, and special needs, if any.



St. John's Academy will actively participate in the BC ERASE anti-bullying program by providing training to staff members on developing a safe school environment and how to recognize and deal with unsafe situations.

OTHER

All staff are expected to model and communicate the importance of identifying racism prevention strategies, harassment and bullying within the school. Classroom discussions, assemblies and email reminders to students will be reminders of that is acceptable and not acceptable at St. John's Academy. Parents/guardians/agents are encouraged to support the actions of the school and have open communications with students around bullying and harassment.

Any form of bullying is unworthy of St. John's Academy student and against all that we stand for. Those who are identified as bullies will be dealt with firmly and may be expelled from the school.



FAIR NOTICE

RESPONSE TO THREAT MAKING BEHAVIOUR



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



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 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.

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.

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.
- 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.
- 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.



Policy Name	Student Supervision Protocols
Policy Number	
Date Created	September , 2022
Date Revised	
Date of Implementation	September 7, 2022

PURPOSE

The health and safety of pupils is a top priority for the staff and administration of St. John's Academy. St. John's Academy is committed to providing a safe environment for the students of the school and part of creating that safe environment is the level of supervision that we provide during the school day. This policy details the responsibilities of all staff, regarding the appropriate supervision of students.

POLICY STATEMENT

Principals and teachers play a big part in ensuring a safe environment that protect students from risk of injury that should reasonably have been foreseen. This responsibility includes the duty to provide an adequate system of supervision.

SUPERVISION POLICY

The Principal at St. John's Academy maintains responsibility for the overall internal organization, management and control of the school. The Principal will create supervision schedules, deploy and manage all teaching staff - allocating duties to them in a manner consistent with their conditions of employment.

TEACHER RESPONSIBILITIES

Classroom teachers are responsible for the discipline, health, and safety of the students while they are inside the school building, and participating in school events; before or after school. Teachers will be responsible for two (2) supervision duties per week.

Teachers are responsible for, but not limited to:

- Direct supervision during lesson times.
- During the transfer of students to another classroom.
- At all assemblies (before school, after school, lunch-recess, and dismissal)
- Extra curriculum activities (i.e., sports, and cultural events)
- Field trips
- Ensuring that no students remain in the classroom without supervision.
- Reporting any serious accident/incident to the principal.
- Circulating in the designated area/common areas while on duty; either in the morning, lunch or after-school times.
- Any extracurricular activities require a staff member to be present and supervising.



SCHEDULES

The principal at St. John's Academy is required to ensure schedules are posted and visible to staff and administration.

Supervision time allotment:

- 20 minutes prior to start of school
- 20 minutes at the end of school
- Students are supervised by staff during non-instructional times and breaks.

If a teacher is required to supervise during lunch, no other time slot will be allocated.

BEFORE AND AFTER SCHOOL SUPERVISION REQUIREMENTS

Teachers are assigned supervision zones. Teachers must be highly visible, able to see all areas, and be on time.

The Principal of St. John's Academy will open the front door at 8:00 a.m. Students arriving will be asked to enter through the front door and head to their morning classes. Staff will onsite and ready for duty beginning at 8:15 a.m.

Students who remain on campus after 4:30 p.m., and are not involved in a specific activity like athletics, teacher support, or tutoring, must either be in a classroom with direct teacher supervision, or in the school foyer. Students are not to be in other areas of the school unless they are involved in a specific school sanctioned activity with appropriate supervision.

LUNCH TIME SUPERVISION

Students may eat in their classrooms at lunch or in the common area.

Students in grades 10-12 are permitted to eat in their classrooms or common area during lunch break.

Students in grades 10-12 have permission to be off-campus during lunch break, unless parents have requested this permission NOT be granted to their student(s).

Students in grade 12 are permitted to be off campus during study blocks if the principal has a note or email on file from the parent/guardian to grant permission for this privilege. Off campus study permission can be withdrawn at any time if the student is abusing the privilege or not in good standing in their courses.

SCHOOL ACTIVITIES AND FIELDTRIPS

The principal is responsible for ensuring that students are appropriately supervised during all school activities and fieldtrips. Appropriate supervision will be planned for special school activities and fieldtrips on an individual basis, dependant on the activities to be undertaken and the level of potential risk involved.



GENERAL SUPERVISION AND STUDENT SAFETY REQUIREMENTS

1. Employees scheduled near the parking lot must wear a high visibility vest.
2. Be visible and active in their supervision zone.
3. All visitors to the school are to report to the campus office.
4. First aid supplies are to be updated as needed and inspected regularly.
5. At least one staff member has to have a current First Aid certificate.

	Monday	Tuesday	Wednesday	Thursday	Friday
Before	Michelle/Bruce	Michelle/Bruce	Michelle	Michelle/Bruce	Michelle/Bruce
Lunch	1. Michael 2. Azita	1. Michael 2. Azita	1. Michael 2. Azita	1. Michael 2. Azita	1. Michael 2. Azita
After	Michelle/Bruce	Michelle/Bruce	Michelle	Michelle/Bruce	Michelle/Bruce

FIELDTRIP SUPERVISION

St. John's Academy Level 1 - routine fieldtrips will require supervision based on number of students. If the group is small (20 students or less), one adult will be sufficient; a bigger group will require 2 or more supervising adults – dependent on students, group size, and activity to be undertaken.

While and if Covid restrictions remain in place, a small group will be defined as 10 students or less in order to lessen group size and interpersonal contact.

The red safety duo tang, with contact and medical information, must be taken by the lead teacher. One of the teachers must have a valid first aid certification and be in possession of, or have access to onsite, a basic first aid kit.

Supervising teachers and staff are expected to:

- Before leaving designate alternative support teacher (in case of emergencies) and a responsible student.
- Be aware of student locations at all times.
- Regularly check attendance; such as (but not limited to), at the beginning of the trip, before leaving the premises, before changing venues, and after any other dispersal of students brought about by the activity.
- Be reachable by phone by the school's administration.



- Report any incidents/accidents to the school's administration upon their return to school. This may include, but not be limited to minor scrapes, falls or bruising – not requiring medical attention, minor behavioural issues, etc.
- Report any serious incidents to the principal, via phone, immediately after ensuring the health, safety and security of students. This may include, but not be limited to medical emergencies – requiring medical intervention, missing students, property damage, serious behavioural issues, etc.



Section Ed 100 – Student Policies

Policy Name	Student Code of Conduct
Policy Number	
Date Created	September , 2022
Date Revised	
Date of Implementation	September 7, 2022

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 St. John's school authority. 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

Parking can be reserved by filling out the form and paying the fee. All vehicles must be registered.

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 a 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.



Policy Name	Anaphylaxis Policy
Policy Number	
Date Created	September , 2022
Date Revised	
Date of Implementation	September 7, 2022

Preamble

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

The St. John's school authority 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 St. John's school authority 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 St. John's school authority of St. John's Academy cannot guarantee an allergen-free environment, the St. John's school authority 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 preauthorization¹ for employees to administer medication to an anaphylactic student²; and
- f. a process for principals to monitor and report information about anaphylactic incidents to the St. John's school authority 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 risk³. 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 ignored⁴, especially if the person has suffered an anaphylactic reaction in the past.

It is important to note anaphylaxis can occur without hives.

¹ Must be obtained from both the student’s physician and the student’s parents

² 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.

³ Canadian Society of Allergy and Clinical Immunology. Anaphylaxis in Schools and Other Settings. 2005.

⁴ 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.



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.

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.⁵
- 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.

⁵ A section for parental consent is included on the Student Emergency Procedure Plan.

The school principal will also monitor and report information about anaphylactic incidents to the St. John's school authority 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.



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.

Emergency Procedure Plans

Student Level 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 information⁶;
- 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.

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



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, as determined by the child's parents, 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);

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 information⁶;
- 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.

c) 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).

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; padding: 5px; text-align: center; margin-bottom: 10px;"> ATTACH STUDENT PHOTO </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's Name: _____</p> <p>Daytime Phone: _____</p> <p>Emergency Contact Name: _____</p> <p>Daytime Phone: _____</p> <p>Physician: _____</p> <p>Daytime Phone: _____</p> <p>Emergency Protocol</p> <ul style="list-style-type: none"> • Administer single dose auto-injector and call 911 • Notify Parent/Guardian • Administer second auto-injector in 5 to 15 minutes after the first dose is given, if symptoms do not improve or if symptoms recur <p>Have ambulance transport student to hospital</p>	<p>Physician's Name: _____</p> <p>Daytime Phone: _____ 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>_____</p> <p><input type="checkbox"/> Insects <input type="checkbox"/> Latex <input type="checkbox"/> Other _____</p> <p>Symptoms:</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>



	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
	Physician's Signature Date (mm/dd/yyyy)
Parent/Guardian please complete	
Discussed and reviewed Anaphylaxis Responsibility Checklist with principal?..... <input type="checkbox"/> yes <input type="checkbox"/> no	
Two auto-injectors provided to school?..... <input type="checkbox"/> yes <input type="checkbox"/> no	
Student aware of how to administer?..... <input type="checkbox"/> yes <input type="checkbox"/> no	
Auto-injector locations:	
<p>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 St. John's school authority of Education may use your child's personal information for the purposes of:</p> <ul style="list-style-type: none"> • Health, safety, treatment and protection • Emergency care and response <p>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 St. John's school authority 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.</p>	
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>	
Parent's/Guardian's Signature	Date (mm/dd/yyyy)



Policy Name	Anti-Smoking Protocols
Policy Number	
Date Created	September , 2022
Date Revised	
Date of Implementation	September 7, 2022

SMOKING/VAPING POLICY

St. John's Academy is a smoke-free school and endeavors to offer a safe and healthy environment for all visitors, students, and staff by ensuring there is no smoking within the school vicinity.

This endeavor compels the school to enforce a campus-wide smoking-ban on tobacco, vapor 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, any place is subject.

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:

St. John's Academy 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, the length and severity of which is determined by the counsellor or principal. 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.

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 incident will be documented on the IEPs 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 norefund 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.



Policy Name	Course Challenge Policy
Policy Number	
Date Created	September, 2022
Date Revised	
Date of Implementation	September 7, 2022

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 St. John's school authority in the Province that school year, as well as any St. John's school authority 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, St. John's school 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



Policy Name	Student Attendance Policy
Policy Number	
Date Created	September, 2022
Date Revised	
Date of Implementation	September 7, 2022

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 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 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
- It is the responsibility of the student and guardian to keep the school updated on their email address and phone numbers. Official responses will be sent via email in written format. If an email is sent after the 24 hours, the students' absence will NOT be excused.

Students must provide a medical professional's note or proof of medical service visitation if they are absent for more than 1 day.

Consequences:

1 unexcused absence - Warning begins

5 unexcused absence - The student and their guardian will be required to see the Principal

10 unexcused absence - No credit will be given for the 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 25+ unexcused period absence. 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

1-29 Minutes	Students check in with front desk
30 or minutes more	Students must sign in at front desk Students will be marked absent Students will work in the office Students will be re-admitted into the classroom at break Same day detention



Policy Name	Student Transfer Credit Policy
Policy Number	
Date Created	September , 2022
Date Revised	
Date of Implementation	September 7, 2022

Transfer Credit Policies (Equivalency Review)

A course must match approximately 80% of the learning outcomes for Transfer

Credit to be granted for a grade 10, 11, or 12 BC Ministry course.

The transcript provided by the student's former schools must clearly state the subject taught and the areas it covered for equivalency consideration.

In order to receive credits through equivalency, students must provide translated and notarized documentation proving successful completion of the course.

1. 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/searchhome.en.php

2. 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/transferguide-2004-05.pdf>

3. 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.
4. Where possible, a percent grade will be assigned. Otherwise 'TS' will be indicated on the transcript.
5. A minimum final average of 70% is required to grant transfer credit for some selected courses.
6. 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 B.C.



International Student Transfer Credit Policies

International students wishing to earn transfer credit:

1. 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 12
- b. One of Science 11 or 12
- c. One of Mathematics 11 or 12

d. Social Studies 10

- CLE and CLC must be transferred from Canadian provinces or American states.

2. The maximum number of transferable courses resulting in Transfer Standing (TS) at St. John's Academy is 7. In case a student has more than 7, only the most useful 7 out of them will be selected. Complete equivalencies (E) with transferable grades have no limits.

Course Transfer Table for International Students

Course	Transferable	Additional Comments
Language Art 10	Yes	Must cover 80% of the-Language Art 10 PLO's
Language Art 11	Yes	Only if the equivalent course is from an officially recognized Anglophone nation or institution
Language Art 12	No	
Social Studies 10	Yes	Only if the course contains Canadian history component and was taught in an officially Anglophone nation or institution
Social Studies 11 or 12	Yes	In certain cases, where the subject matter corresponds roughly beyond 80% of the BC's equivalent course curriculum
Mathematics 10	Yes	
Mathematics 11	Yes	
Mathematics 12	Yes	
Calculus 12	Yes	
Science 10	Yes	Includes Physics, Chemistry, Biology, and Geology at grade 10 level



Science 11 (Biology, Physics, Chemistry)	Yes	
Science 12 (Biology, Physics, Chemistry)	Yes	
Career Life Education	No	
Physical Health Education 10/11/12	Yes	
Fine Art & Applied Skills 10/11/12	Yes	
Music 10/11/12	Yes	
Career Life Connections	No	
Second Language	Yes	Grades 7-9 language arts courses completed with higher than C or higher (60%+) average in the students' native language may be transferred into grade 10-12 language courses in BC.

Course Credit Qualification Disclaimer

- Every student is understood to be in agreement with this policy before commencing academic studies.
- The CDQ will be enforced without exception.



Policy Name	Graduation Transition Policy
Policy Number	
Date Created	September, 2022
Date Revised	
Date of Implementation	September 7, 2022

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.

Literacy and Numeracy Assessments

As part of the updated graduation requirements, students in the B.C. Graduation Program will have to complete three or four provincial assessments. They will focus on the demonstration and application of numeracy and literacy.

- [Graduation Numeracy Assessment – Grade 10](#) (graduation requirement for all students)
- [Graduation Literacy Assessment – Grade 10](#) (graduation requirement starting in 2019/20)
- [Graduation Literacy Assessment – Grade 12](#) (graduation requirement starting in 2020/21)
- [Graduation Literacy Assessment – Grade 12](#) French Immersion (graduation requirement starting in 2020/21)



Policy Name	Academic Warning, Probation and Dismissal Policy
Policy Number	
Date Created	September, 2022
Date Revised	
Date of Implementation	September 7, 2022

To be successful at St. John's Academy, students are required to keep a 65% for course work. Academic records are reviewed midpoint 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 (i.e. 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.



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.



Policy Name	Auditing Courses
Policy Number	
Date Created	September, 2022
Date Revised	
Date of Implementation	September 7, 2022

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

Student must be in good academic standing at the time of registration and must satisfy the prerequisites of the course.

Mid Semester Arrival

Students who arrive after week 3 at St. John's Academy may register in courses as an audit student.

Students must attend all class(s) for the all/remainder of the quarter and be an active participant.
Student will need to repeat the whole course for regular credit post-audit.

**Students will not be given credit but may advance to the next level on teacher recommendation in case of non-required courses only in ELL related courses.*

Auditing From Beginning

Students will not be formally registered for courses but will correspond with the teachers of classes they wish to audit to keep themselves informed on the learning. Teachers will give daily feedback but no official report card or reporting will be given.

**Students will need to take the course again if they later wish for credits to be given for the course.*

As an audit student, students need consent from parents/guardians, instructor and advisor.



AUDIT A COURSE FORM

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

Date:

I (Name of Student) _____, understand the above guidelines and agree to audit the class.

I (Name of Parent/Guardian) _____, understand the above guidelines and agree that my child _____ can take this class.

Parent's Signature: _____



Section Ed 200 - International Student Protocols

Policy Name	Homestay Policy
Policy Number	
Date Created	September, 2022
Date Revised	
Date of Implementation	September 7, 2022

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/internationaleducation/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 parents/guardians to advise us of any changes to this contact information or living arrangements.



Policy Name	International Student Graduation Policy
Policy Number	
Date Created	September, 2022
Date Revised	
Date of Implementation	September 7, 2022

Policy Statement

1. The policy applies to international students studying at St. John's Academy 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 prior to arriving in British Columbia. The International Student Graduation Credit Policy is not applicable to those students whose educational program was instructed in English or French for the two years prior to their arrival in British Columbia.
2. The policy provides 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 Graduation Program and do not earn all or certain course credits through an Equivalency review or Challenge process.

Rationale or Purpose of Policy

1. Each year, many students will come to St. John's Academy because they and their parents value the high quality of education provided at our school. Some international students enroll at St. John's Academy to upgrade their skills in English, 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.
2. Other international students enroll at St. John's Academy 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, this policy requires that international students earn credit for many core courses in the Graduation Program through enrolment in British Columbia 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.



This policy recognizes that international students working towards a Dogwood Diploma may begin their studies at St. John's Academy at a point other than the beginning of their Grade 10 year (i.e., the start of the 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 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.

St. John's Academy 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. 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 independent school authority.

Procedures Related To Policy

To earn a Dogwood Diploma, all international students must meet all graduation requirements, including all required exams and assessments.

International students whose educational program was not instructed in either French or English for at least two years prior to arriving in British Columbia must earn credits through instruction from a British Columbia- certified teacher (not through Equivalency review or Challenge process) for the following courses:

- A Language Arts course at the Grade 11 level,
- English First Peoples 12 or English Studies 12,
- A Science course at the Grade 11 or 12 level,
- A Mathematics course at the Grade 11 or 12 level,
- A Social Studies course at the Grade 11 or 12 level, and
- Career-Life Education.
 - International students must earn graduation credit in Career-Life Connections under supervision of a board of education or an independent school authority.



Policy Name	English Language Learners (ELL) Policy
Policy Number	
Date Created	September, 2022
Date Revised	
Date of Implementation	September 7, 2022

Introduction

Effective August 2021 all Group 4 independent schools that offer an educational program to international students who are English Language Learners (ELL), in schools where English is the primary language of instruction, or French Language Learners (FLL), in schools where French is the primary language of instruction, are required to have an ELL or an FLL Assessment Policy to support these students.

Definition of an ELL Learner

International student English Language Learners are those international students enrolled in independent schools with English as the primary language of instruction whose primary language is other than English.

International student French Language Learners are those international students enrolled in independent schools with French as the primary language of instruction whose primary language is other than French.

Rationale

This is to ensure that St. John's Academy has a process in place to thoroughly assess international students' English or French language abilities (depending on the school's language of instruction) and that St. John's Academy uses the assessment's results to provide international students with an appropriate level of learning supports.

Purpose

The purpose of this document is to provide a policy and guidelines when delivering Language Learning (ELL) services. This policy provides a basis for consistency, quality, and equity while allowing for flexibility in the delivery of ELL services. This policy provides the requirements and expectations, of an ELL or an FLL assessment policy at St. John's Academy.

It outlines

- Initial assessment
- Ongoing Assessment
- Supports for ELL or FLL International Students, and
- Maintenance of ongoing records in relation to summative language proficiency assessments.



ELL Initial Assessment

For a student to be identified as an English language learner, an assessment of English language proficiency must be carried out. At St. John's Academy, all students are to take an ELL assessment as part of the student's application process for entry into the school. This assessment must be taken within the first four weeks of the student's enrolment at the school.

This assessment must be conducted in order to inform what level or types of supports the student needs and requires.

Recognizing Diversity

To be effective, assessment must recognize the diversity of learners and allow for differences in styles and rates of learning. To accurately assess English language learners, variations in students' English language skills, along with the other growth and development variations based on their age, must be considered.

The purpose of the initial assessment of English language proficiency is to obtain information regarding the student's proficiency in listening, speaking, reading and writing. This information can be used to:

- determine instructional starting points
- identify initial language proficiency levels within the ELL K–12 Standards
- determine programming and instructional support

At St. John's Academy, we also consider the background information gathered during the initial intake and other important factors that may impact student learning and knowledge such as but not limited to:

- proficiency and student achievement in first language
- prior schooling experience
- trauma due to war or other factors
- health, physical and other characteristics that may impact learning
- involvement of parents and guardians
- family and cultural values

Developmentally Appropriate Assess

At St. John's Academy, we use the **VERSANT TEST** to as the initial assessment. This coupled with the first week's assessment we have enough data to determine the level of the student as we refer to the ELL Standards.

Establishing English Language Proficiency Levels

After initial English language assessment information has been gathered, the English language proficiency of an English language learner can be identified using the English Language Learning (ELL) Standards.



The ELL Standards:

- provide common language for describing language proficiency among schools and school districts for potential clarity and consistency throughout the province;
- facilitate communication with ELL students and their parents; and
- encourage collaboration among all educators regarding the ELL students' language proficiency and support needs.

The ELL Standards are used:

- when English language learners enter the school system in order to establish baseline proficiency and to identify the level and types of instructional supports these learners require to be successful.
- on an ongoing basis to monitor language proficiency growth and to inform instructional planning; and
- at each reporting period to assess students' current English language proficiency

At St John's Academy, we offer a comprehensive ELL program. We offer noncredit courses at three levels following their English proficiency, as well as various credit courses call learning strategies courses which are created for English language learners, in subjects such as: science, math, and literacy. Teachers of these learning strategies courses are skilled in making adaptations to the curriculum in order to make the subject matter comprehensible for English language learners, and to assist them in acquiring academic English appropriately to various content areas.

Ongoing ELL assessment

At St. John's Academy, we administer several school-wide learning assessments to our students, through the year.

We also have ongoing monitoring/assessment of a student's English language proficiency which include, but not be limited to

- periodic samples of the student's unedited writing, completed assignments, tests related to comprehension of content that has been taught, notes of parent interviews or of conferences, teacher observation of oral performance (i.e., as maintained in a portfolio); and
- an array of classroom activities (e.g., worksheets, essays, reports, projects, content-based tests) designed to give the student opportunities to demonstrate his or her understanding of subject-specific content.



During the quarter our ELL department does meet to discuss students as they progress through the quarter. After each quarter in the ELL programs, students are given another assessment of English language proficiency to ensure they are ready for next level. We also look at ongoing assessment records (as described above) together with the student's report cards and other meeting information such as minutes of school-based team or department meetings pertaining to particular students.

In this review shows that the student is not making progress in language development, it may be necessary to conduct further assessment and to adjust ELL services accordingly. A more extensive assessment of student strengths and needs should be conducted to determine any needs beyond the scope of language development.

Supports for ELL Students

At St. John's Academy, class sizes are small which enables us to ensure more one on one instruction. With ELL Learners, supports are in place daily from weekly meetings in the ELL department, Interventions Team, daily assessment and feedback plus teachers ability to differentiate instruction by adapting the language environment in the classroom by:

- providing a variety of texts and formats of text (e.g., dual language, authentic, wordless picture books);
- using oral language strategies, talk moves and wait time to support thinking and learning;
- engaging in open and parallel tasks which allow for multiple entry points in the learning;
- planning with graphic organizers to support learners in their writing;
- strategically using the first language to support learners to make sense of new learning; and
- co-creating word walls that are multilingual and graphic.

Maintenance of ongoing records in relation to summative language proficiency assessments.

A progress report will be filed in the student's File at the end of each term as applicable. Progress will be shared with parents on a regular basis.

When learning expectations are modified for English language learners, evaluation will be based on the documented modified expectations. This will be noted on the report card and explained to parents.

Teachers will indicate, using the appropriate box on the report card, when modifications to curriculum expectations have been made to address the ESL or ELD needs of English language learners.

In completing the report card, teachers check the modification box to indicate:

- that the student is participating in ELL or ELD programs or courses; or
- that accommodations have been provided (e.g., extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student's first language).



To appropriately assess and evaluate the learning of English language learners, St. John's Academy may need to make some accommodations related to the assessment process. These may include:

- the granting of extra time;
- the use of alternative forms of assessment such as oral interviews, learning logs, or portfolios.

Interaction with parents will further support parent engagement in the student's educational experiences and achievements.

Information on each English language learner's level of English language acquisition will be summarized on the progress report and included in the Student Record at least twice each semester.

Identification and Involvement of English Language Learners in Large-Scale Assessments

English language learners will participate in the Grade 8, Grade 10 and Grade 12 school wide assessments in reading, writing, and mathematics.

English language learners will take the Versant Test when they have acquired the level of proficiency in English required for success or at end of the ELL program to ensure success.



Section AP 100 Administrative Policies

Policy Name	Appeals Policy
Policy Number	
Date Created	September, 2022
Date Revised	
Date of Implementation	September 7, 2022

PURPOSE

To provide students/families/guardians with fair procedures regarding decisions at the school level. 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.

DEFINITIONS

The process by which a student/parent/guardian/custodian may challenge a decision they received.

GENERAL PRINCIPLES

St. John's Academy is dedicated to upholding standards which promote academic integrity, honesty and student success. It is expected that all staff will make judgments that are consistent and fair, and that students' records will reflect their demonstrated abilities and accomplishments.

Students attending St. John's Academy are entitled to a quality educational program and all academic decisions affecting students and any disciplinary action taken against individual students are subject to an appeals policy and procedure.

PURPOSE

The purpose of St. John's Academy appeal process is to provide a fair and expeditious means by which one can seek a review of decisions that significantly affect the education, health or safety of a student in attendance.

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.

St. John's Academy will ensure that there are rules for all to follow while attending the school. St. John's Academy will ensure rules are communicated and each family/household/custodian is aware of them.

St. John's Academy will 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.

In more serious issues, St. John's Academy has created an Appeal process to ensure a fair and unbiased review.

Appeals may be launched by those it affects.

If launching an appeal, St. John's Academy will assure there will be no retribution for pursuing an appeal or review.

Students or delegate (parents/guardians/custodians) may make an appeal according to the following steps.

GENERAL APPEALS

The one who is affected (appellant) must first communicate with the person who made the decision.

IE:

Student to teacher

Student/parent/guardian/custodian to staff

Student/parent/guardian/custodian to Principal

Establish the reasons of disagreement. It is important to keep written records during the conversation to keep track of arguments. If no decision or satisfaction has been made, the appellant may appeal to the Principal. If not satisfied there, you can appeal to the Authority, then to the Group 4 Schools Association Ombudsperson.

Follow the steps outlined in the stages of the appeal.

DECISIONS WHICH CAN BE APPEALED

Appeals of decisions will only be heard for which the outcomes would significantly affect the education, health, or safety of a student.

The determination of whether a decision significantly affects a student's education, health or safety will be made on a case-by-case basis.



Decisions that may be deemed to significantly affect the education, health, or safety of a student may include, but not be limited to:

- Suspension from school for a period of more than five (5) consecutive instructional days;
- The imposed transfer of a student from one school to another;
- The imposed exclusion of a pupil from school, or a school event, for a health-related condition;
- Decisions involving the placement of a pupil in an educational program (not including classroom or teacher preference, except in exceptional circumstances);
- Academic promotion or graduation;
- Denial of entry to an educational program.

GROUNDINGS FOR ACADEMIC APPEAL

Academic appeal must be based on one or more of the following criteria:

- Merit of Work
- Illness and/or Disability
- Compassionate Grounds
- Course scheduling
- Policy Violation
-

WHOM TO APPEAL TO

Staff member involved – if not satisfied

Principal – if not satisfied

Authority – if not satisfied

Group 4 Schools Association Ombudsperson.

TIMELINE OF APPEALS

All students, parents/guardians/custodians and staff are expected to adhere to the timelines outlined in this policy.

Failure of students, or affiliated spokesperson, to adhere to the timelines outlined in this agreement will lead to a default judgment being made against the student; except in extenuating circumstance such as injury or illness, as supported by documentary evidence.

Default judgement may be given in favour of the student should a staff member fail to meet the timelines outlined in this agreement.



STAGES OF ACADEMIC APPEAL

Stage 1 Appeal

Step 1	
Timeline:	Within 5 school days of receiving a grade or academic decision.
Action:	The student contacts the staff member to arrange a meeting to discuss their issue.
Step 2	
Timeline:	Within 2 school days of the student's request to the staff member.
Action:	The teacher/staff responds to the student's inquiry and sets up a meeting.
Step 3	
Timeline:	Within 2 school days of the student's request to the staff member.
Action:	The student and staff member meet and discuss the issue. If a resolution is reached, the decision is modified, if applicable. If a resolution is not reached, and the student remains dissatisfied with the decision, the student proceeds to Stage 1, Step 4.
Step 4	
Timeline:	Within 5 school days of meeting with the staff member.
Action:	The student contacts St. John's Academy principal or designate to arrange a meeting.
Step 5	
Timeline:	Within 5 school days of the student's request to meet with the principal or designate.
Action:	The principal or designate responds to the student's inquiry and sets up a meeting with student.
Step 6	
Timeline:	Within 5 school days of the student's request to meet with the principal or designate.
Action:	The student and principal, or designate, meet to discuss the issue. At this time, the student will be expected to present evidence such as, emails, medical documentation, etc., in



support of their application. If the student has not followed Steps 1 – 3 as listed above, the student will be required to justify their decision in refusing to follow the procedure laid out herein.

The principal or designate then meets with the responsible staff member to discuss the original decision, to review the supporting documentation, and, where warranted, to discuss options or alternatives for resolving the student's challenge.

If a new academic decision is reached, this is communicated to the student verbally and / or via email.

The principal or designate may modify the decision if:

- If the principal or designate believes the staff member has misinterpreted, misapplied, or breached St. John's Academy policies in a manner that is detrimental to the student and / or puts the school at risk.
- The student has presented sufficient evidence to warrant reconsideration of the original decision and the responsible staff member is not available for consultation.
-

If a resolution is not reached, and the student still wishes to challenge the decision, the principal or designate will then advise the student of their right to file a Stage 2 Appeal. The student then has 5 business days to do so.

Stage 2 Appeal

Step 1	
Timeline:	Within 5 school days of meeting with the principal or designate.
Action:	Student or affiliated parties, fills out an Appeal Application form to the principal or designate.
Step 2	
Timeline:	Within 5 school days of submission
Action:	The principal or designate emails the completed Appeal Application form to the school Board and Authority.
Step 3	
Timeline:	Within 5 school days of submission
Action:	The Authority reviews the Appeal Application and meets with the student and or affiliated parties for discussion. Appeal is either denied or granted.



All conclusions presented in an email to parties involved.

If parent/family is not satisfied after St. John' Academy Authority decision, they may appeal to the Group 4 Schools Association Ombud's personnel. The school will provide the parent / family/custodian with information to proceed with the appeal.



Policy Name	Cash Payment
Policy Number	
Date Created	September, 2022
Date Revised	
Date of Implementation	September 7, 2022

Purpose of this Policy

The purpose of this policy is to mitigate the risks associated with accepting cash as payment for tuition and other related fees, goods, and services, and to align with anti-money laundering requirements under the *Proceeds of Crime (Money Laundering) and Terrorist Financing Act*.

The School is committed to detecting and preventing any money laundering activities and to ensuring that it does not become involved in any arrangements involving criminal or terrorist property. In order to fulfil this commitment, the School has established procedures for assessing the risk of financial crime, for internal reporting of suspicious activities and for making suspicious transaction reports to the relevant agencies if necessary.

Scope of this Policy

This Policy applies to all employees of St. John's Academy (the "School").

The Policy

The School will ensure that adequate cash handling and record keeping practices are followed. Where risk factors are identified, the School will ensure that the identities of parents, guardians or other persons making any substantial cash payment to the School are satisfactorily verified.

Procedures

The School will accept the following payment types for tuition payments, deposits, and fees:

- cheque
- pre-authorized debit
- credit card
- wire transfer
- money order or bank draft
- online banking payment
- cash (up to a maximum amount of \$5,000.00).

[any payment methods not accepted by St. John's Academy can be removed, including cash if the School does not want to accept any cash payments for tuition, deposits, and fees]



The School will accept payment from the following financial institutions:

- The Bank of Montreal (BMO)
- Canadian Imperial Bank of Commerce (CIBC)
- The Bank of Nova Scotia (Scotiabank)
- Royal Bank of Canada (RBC)
- TD Canada Trust (TD)



Policy Name	Water Testing Policy
Policy Number	
Date Created	September, 2022
Date Revised	
Date of Implementation	September 7, 2022

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 washing hands.



Policy Name	Educational Resource Policy
Policy Number	
Date Created	September, 2022
Date Revised	
Date of Implementation	September 7, 2022

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*)

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



D. Authority Approval

The St. John's school authority 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* St. John's school authority 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* St. John's school authority 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.



Policy Name	Student Records Policy
Policy Number	
Date Created	September, 2022
Date Revised	
Date of Implementation	September 7, 2022

RATIONALE

St. John's Academy will be able to effectively serve its stakeholders by ensuring it has sound policies and practices on student records.

These policies and practices will guide students, parents/guardians, office staff, administrators, and authorities in the collection, storage and use of information. These will maintain confidentiality and protection of records in adherence to legal provisions.

St. John's Academy is dedicated to ensure that student records are handled in accordance with legal provisions, specifically in the following:

1. Make sure that the Principal is responsible for establishing, securing and maintaining the Student Record; He/She will also be responsible for recording and maintaining the Student File of each student enrolled in the school in accordance with the provisions and procedures defined by this policy. The Principal will only collect, use or disclose personal information with the consent of the individual student.
2. Communicate in writing the purposes for the collection of personal information to the individual student or parent/legal guardian before gathering such information, unless otherwise authorized by law.
3. Only collect or use personal information for purposes that fulfill the purposes disclosed by the school and considered appropriate in the circumstances.
4. Ensure the security of Student Records and Student Files through restricted access; only make these available to those individuals who, by nature of their employment at St. John's Academy, are required to have access to the said information.
5. Provide access to the student's personal information to the individual student (if he/she is capable of exercising information rights), and to his/her parent or legal guardian only during the operating hours of the school and under the direct supervision of the Principal or the designated school representative.



6. Ensure that personal information will only be stored only for a reasonable period of time as required for the purpose for which it was collected, according to legal requirements.
7. Make known to parents/legal guardians that concerns, complaints and queries on school policies and practices in handling personal information may be directed to the Principal or designated school representative by contacting the school office.

DEFINITIONS AND STUDENT RECORD COMPONENTS

In this policy, the term “Student Record” refers to the “Permanent Student Record” (PSR), which includes the following:

- Form 1704, which is filled out according to the current requirements for the Permanent Student Record Instructions.
- Copies of an Official Transcript of Grades or Student Progress Reports for a minimum of two most recent years.
- All documents specified as inclusions in the Permanent Student Record (Form 1704).
- A copy of the current Individual Education Plan (IEP) of the student, if available.

The Permanent Student Record form must have the following inclusions, with the document date, title and expiry date indicated and the copies of the documents listed:

- Information about Medical Services as indicated by the medical alert checkbox. Diabetes, anaphylaxis producing allergies, epilepsy and any other condition, that require emergency care, and situations/conditions, which may interfere with student performance, health, or behavior (cerebral palsy, cystic fibrosis, involving hearing aids or prescribed medication and severe allergies in school-based allergens) must be marked in the said checkbox.
- Court orders as marked by the legal alert checkbox and the applicable dates;
- Other legal documents (e.g. name change, information update of similar nature) as applicable;
- Support services information (e.g. speech and hearing tests, psychometric testing, and adjudication requirements for completing assessment activities);
- Current IEP;
- Notification of student being homeschooled where applicable.



The following inclusions may be listed on the Permanent Student Record (PSR) Form 1704, including title, document date and expiry date or date rescinded (if applicable) and if listed, copies of the documents must be filed with the Form 1704 as an inclusion, and as part of the Permanent Student Record:

- Information records, which are regarded by the educator as relevant to the educational program of the student;
- Award information; and
- Test scores or assessment (if deemed relevant to the educational program).

HANDLING OF PERMANENT STUDENT RECORDS

The Principal or designate is primarily responsible for:

1. Recording and keeping up-to-date the Permanent Student Record Form 1704 including its inclusions with any change in information and as the student progresses through the system;
2. Ensuring that necessary measures are in place to safeguard against obsolete forms of storage including having a backup and recovery plan for an electronic storage for Permanent Student Record forms and other personal information in case of database corruption and damage to hardware.
3. Making sure that electronic copies of documents are stored on a safe and secure server. These can only be accessed by school employees (e.g. administration, designated records clerks, administration, counsellors and teachers) who, by nature of their work, are required to have access.

STUDENT FILE

If the abovementioned optional inclusions are not listed on the Permanent Student Record Form, they may be included in the Student File.

To define the term as used in this policy, “Student File” refers to the Student Record, and also some or all of the following documents:

- Student eligibility information (required): Legal name of student – the original and photocopy or scanned copy of birth certificate or any legitimate identification document of similar nature must be verified;



- Legal name(s) of parent(s) or guardian(s) with home and work contact information is required;
- Emergency contact numbers;
- Care Card number;
- Doctor's name and contact information;
- Medication, allergies, and other health issues (other than those required to be listed on the PSR Form 1704)
- Previous Student Progress Reports (these are in addition to the two most recent years' Student Progress Reports required in the PSR);
- Serious discipline reports such as copies of letters to parents/guardians on matters related to disciplinary actions taken;
- Reports of important meetings or discussions related to the student.

Sensitive Student Information

There will be instances when the Student File may include sensitive student information. Such information requires handling and managing information with utmost confidentiality.

Specific examples of sensitive student information include:

- Psychiatric reports;
- Family assessments;
- Referrals to or reports from school arranged counselling services; and
- Specialist reports;
- Record of a school-initiated report of alleged sexual or physical child abuse made to a Child protection social worker under section 14 of the Child, Family and Community Service Act.

Handling Sensitive Student Information

Sensitive student information needs to be handled with a high level of confidentiality.

Access to it is restricted or limited to the Principal or a person or persons authorized by the Principal to access such information.

The Principal or designate is required to obtain a written, dated and signed parental/guardian consent that details the collection, use, disclosure, storage and restricted access to sensitive student information.



Disclosure or transfer of sensitive student information will only be made in accordance with the law.

For school-initiated child protection reports, it is the principal's responsibility to ensure that these are made strictly confidential and that these are retained only in cases where there are child protection proceedings. Such information should not be disclosed to third parties or other schools.

STUDENT RECORD AND STUDENT FILE RETENTION

Student Records – Active Students

St. John's Academy is committed to protecting the student's personal information from unauthorized access, use, collection, disclosure, modification or other related risks.

To ensure this, it makes sure of the following:

1. Student Records are securely locked in fireproof cabinets, where access is restricted to those employees (such as administrators, teachers, counsellors, records clerks) who, by the nature of their work, are required to have access to such information.
2. Regular review and update of Student Records and Student Files is to be done by the Principal or designate.

Student Records – Inactive Students

Unless a student proceeds to enroll in another K-12 school, which would request the transfer of his/her Student Record, St. John's Academy stores Student Records in the archive for 55 years after a student has withdrawn.

The archived Student Records in physical or digital formats are stored securely in order to ensure their preservation from any form of calamity. Access to such documents is limited to the Principal or designate. The designated records clerk is required to keep a record of Student Records, which are to be destroyed after 55 years.

Student Files – Active Students

St. John's Academy is committed to protecting the Student Files from unauthorized access, use, collection, disclosure, modification or other related risks.

To ensure this, it makes sure of the following:

1. Student Files are securely locked in fireproof cabinets, where access is restricted to those employees (such as administrators, teachers, counsellors, records clerks) who, by the nature of their work, are required to have access to such information.
2. Regular review of Student Files is to be done by the Principal or designate. This will ensure that the Student Files stay relevant and important to the student's educational program.



Student Files – Inactive Students

St. John's Academy archives Student Files for 55 years after a student has withdrawn and not enrolled in another K-12 school, or graduated from the school. Beyond this period, Student Files are kept only for a minimum of one year or as long as it may be reasonably maintained, in accordance to the laws.

The archived Student Files in physical or digital formats are stored securely in order to ensure their preservation from any form of calamity. Access to such documents is limited to the Principal or designate, who is responsible for assessing the relevance of the contents in the Student Files before these are archived.

Currency of Student Files

Each year, student eligibility information needs to be updated during student registration. The Principal or designate will regularly review Student Records and Student Files to ensure that the information is current and in compliance with legal requirements.

SECURITY OF STUDENT INFORMATION OUT OF SCHOOL

St. John's Academy is taking the necessary steps to ensure that personal information taken off-campus premises is safely stored and protected. The Principal is responsible for overseeing this.

STUDENT INFORMATION FOR FIELD TRIPS AND OFF-CAMPUS EXCURSIONS

During field trips and off-school activities, all student information must be safely stored in order to protect the privacy of personal information at all times. While teachers are required to take student medical information for safety reasons, this information is to be properly handled off-campus and documents that contain this must be submitted to the school office immediately after the field trip or excursion and the return to the school.

USE OF STUDENT PERSONAL INFORMATION

St. John's Academy may use an individual student's personal information for the following purposes, as disclosed to the parent/guardian in writing before collecting such information:

1. To provide information on the educational services and programs of St. John's Academy ;
2. To communicate with the student and/or the student's parent/guardian;
3. To process a student's application;



4. To enable St. John's Academy to perform its administrative functions, including the maintenance of activities related to parent/guardian voluntary groups, fundraising activities and other school programs; and
5. To provide specialized health services, legal or psychological support for the benefit of the student.

STUDENT RECORD ACCESS

A student and his/her parent/guardian, without any legal restrictions, may be allowed to:

- Examine the Student Record and Student File of the concerned student, while accompanied by the Principal or designate to interpret the records; and
- Receive a copy of any student records upon request.

The said person may access and verify personal information in the Student Record and Student File concerning the particular student with appropriate notice to the Principal. Access will only be granted during school hours.

Access to a Student Record or Student File will only be granted to professionals who are working for the delivery of education, health, social or other support services to that student, upon assurance of confidentiality (without the need for prior parental consent). Consent is required to 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.

St. John's Academy reserves the right to charge a reasonable fee for transcript requests. Graduating students will be provided with interim and/or final transcripts for courses taken during their enrollment at St. John's Academy when graduating, and upon the graduate's future request. Copies will be mailed directly to higher education institutions or as requested by the graduate.

In cases where personal student information is requested by separated or divorced parents, the school will be guided by any applicable legal agreement or court order – a copy of which should be provided to the Principal. If the Principal needs to verify if a parent/guardian is entitled to access personal student information, the school's legal counsel will be available to provide guidance and sound advice on this matter.



TRANSFER OF STUDENT RECORDS

Upon receipt of a request for Student Records from a school where the student is or will be enrolled, St. John's Academy will transfer the Original Student Record to the requesting institution. It will retain a copy, which documents where the records have been transferred to and the date when these were sent.

For sensitive, confidential information St. John's Academy will only make the transfer of Student Records after obtaining a dated and signed parent/guardian consent.

St. John's Academy will not transfer information to another school if it includes strictly confidential information such as a report to a child protection social worker of alleged sexual or physical child abuse made under Section 14 of the Child, Family and Community Service Act and in accordance with the Child Abuse and Neglect Policy at St. John's Academy.

Summaries of school progress, upon written requests from former students, may be provided to prospective schools.

When a student transfers to another school, the Student Record will be reviewed with the Principal or designate making sure that any documents deemed relevant and inclusive comply with the Ministry of Education retention requirements. The documents must be safely stored, either in physical or digital formats, in the event of theft, fire or natural disaster. Inclusions that are determined as expired or irrelevant will be removed from the Student Record and the documents will be destroyed.

Apart from the original or photocopied Permanent Student Record, the School Administration will maintain a record of the transfer, along with the transferred student's file, which includes:

1. The name and address of the receiving school, Board of Education or independent school authority;
2. The transfer request date;
3. The transfer completion date;
4. The specific information that was transferred (PSR and any sensitive information)
5. A copy of signed parent/guardian consents for the transfer of sensitive or confidential information.

In the event where St. John's Academy closes down its operations, the school will:

1. Ensure the transfer of all Permanent School Records to the receiving schools, wherein students will be enrolled to continue their education.



2. Provide an assurance that families who decide to homeschool their children will have access to a copy of their child's Permanent Student Record(s) through the school facilitating the registration of the child as a homeschooler.
3. Transmit the remaining Permanent School Records (those which cannot be transferred) to the Inspector of Independent Schools within 60 days of school closure.

Note: The transfer process for Student Records varies by location. If the requesting educational institution is within the province of British Columbia, the original Permanent Student Record is sent but a photocopy of the records sent is retained in the student's file. If the requesting educational institution is outside the province of British Columbia, a photocopy is transmitted (along with declared inclusions, a copy of the current IEP, if any) a copy of the Student Learning Plan and the original Permanent Student Record is retained by St. John's Academy according the retention stipulations established in this policy.

STUDENT REFERENCE REQUEST

For Student Reference requests, families or schools must provide a written request to the principal.



Policy Name	Tuition Refund Policy
Policy Number	
Date Created	September, 2022
Date Revised	
Date of Implementation	September 7, 2022

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 St. John's school authority fees.
5. In case of school closure and no online learning takes place, a full refund of tuition, St. John's school authority 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 prior to the completion of his/her studies.
5. 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.
6. The student has undisclosed previously – held or known mental/emotional/physical health issues which may deter his learning or the ability to meet St. John's Academy's student expectations and standards.



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. The normal processing time for tuition refunds is 4 weeks.

While studying at St. John's Academy, all students must take the required 4 courses per academic term.

All refunds will be given back in the same manner received: i.e. same bank account.

The normal processing time for tuition refunds is 2 to 4 weeks.

All refunds will be given back in the same manner received: i.e. same bank account.

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



Policy Name	Protection of Privacy
Policy Number	
Date Created	September, 2022
Date Revised	
Date of Implementation	September 7, 2022

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:	369 Boundary Road, Vancouver BC, V5Y 1A7, Canada
Phone:	604.683.4572
Email:	privacyofficer@stjohnsis.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.
- To communicate 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 Information May 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

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: _____

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: _____



Policy Name	Procedural Fairness Policy
Policy Number	
Date Created	September, 2022
Date Revised	
Date of Implementation	September 7, 2022

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/St. John’s school authority 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 St. John’s school authority’s discipline or appeal committee, or authority/school St. John’s school authority, 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/St. John's school authority 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 St. John's school authority 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.

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 St. John's school authority 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.

