

WCCS PARENT HANDBOOK 2015-2016

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The School Day

7:55 am	Staff prayer
8:10 am	Doors open for students
8:25 am	Students prepare for class
8:30 am	Attendance, classes begin
	Students arriving in class after 8:30 are counted late
10:00 – 10:15 am	Morning recess, K-7
10:35 – 11:50 am	<i>High School Recess</i>
11:45 am – 12:30 pm	Elementary Lunch time begins
11:50 a.m. – 12:30 pm	High School lunch
12:30 pm	Afternoon classes begin
2:50 pm	School day ends

Please note: On Fridays, the school day ends at 2:15 pm

Parent-School Communication

Weekly school newsletters are sent home by e-mail. If you prefer a paper copy, please request this at the beginning of the school year. Past newsletters may also be accessed on the school website, www.westcoastchristianschool.ca.

Closed School Policy

WCCS is a closed school. This means that visitors to the school are not permitted past the front desk unless they have been cleared by the principal or designate. Washrooms are not open to the public. Visitors will be asked to wear an identification tag. Non-WCCS students may visit during school hours only if their parents have contacted the school to seek permission and the principal has approved the visit.

Traffic and Parking Safety

Our school is located on a busy intersection and diligence is required in guarding safety when students are dropped off and picked up. These areas are on Renfrew and Dundas streets adjacent to the school building. The following rules should be enforced:

- The areas in front of and beside the school are drop off zones. Momentary stopping only—drivers must not leave their cars.
- The driveway is not available for parking or stopping. Parents are asked to leave the entire driveway free for those entering and exiting the parkade.
- Afternoon pickup – There is one Supervisor on the Patio, and one at the Curbside. Students grade 5 and younger must remain on the patio until their parent or designated adult picks them up. Parents picking up students should stay in their cars until the teacher sends the student to them. Parents who wish to come in to the school to pick up their child must park across the street or beside Callister Park.
- After 3:05, all students Grade 5 and younger must go inside to wait in the school building for their rides. The students may be placed in the after-school care group, at their parents' expense.
- Drivers are asked to recognize that we are on a busy intersection, and exercise caution at all times. Jaywalking, u-turns, sudden pullouts or backing out can all cause unnecessary hazards. If parking spots are all taken, it is better to circle the block than to stop and block traffic.

Outdoor and Playground Supervision

Before School

Students arriving before 8:10 am wait on the front patio. Students who occasionally arrive very early may be let in to the MPR at the discretion of the supervising teacher. However we appreciate parents not dropping off their children before 8:10 am, as the staff is meeting at this time. The staff member on foyer supervision will watch that students are safe on the patio, that they are not engaging in dangerous play such as throwing balls or going down toward traffic.

Morning and Lunch Recess

K-7 students are taken to one of the nearby parks for play time. A minimum of one teacher and one other adult monitor must be supervising all playtimes. The procedure is as follows:

- The supervising teacher goes to the park a few minutes early.
- Homeroom teachers bring their class to the park and mark off absents and insiders on the master list.
- Student are not to bring snacks to the park. Students will have a snack time beforehand in the classrooms.
- No bouncing or throwing balls on the patio. Balls and other play equipment must be carried by a monitor.

- One supervisor brings cell phone and first aid kit.
- On return, the teacher in charge blows a whistle and students line up at a designated spot. Teacher or monitors count the students and proceed back to school in the same manner as going to park.

General Park guidelines:

- On the playground equipment, always give way to neighbourhood pre-schoolers – students need to be reminded of this individually when pre-schoolers are there. Primary students have priority over intermediate students.
- No tackle games, no play or real fighting.
- No throwing of objects except in a conventional sports game.
- Don't touch dangerous objects. No garbage pickup without tongs or gloves.
- Don't damage trees.

Callister Park

- Boundaries are the paths
- Students may not climb trees, for safety and damage reasons.
- Students may play in the playground, on the field, or amidst the trees unless the supervisor chooses to limit space.

Hastings Park

- Students line-up at the edge of the curb, as on the patio, and cross in one large bunch. Stress quiet and order in the crosswalk!
- Cross parking entrance together. Once on the grass, students must wait for the teacher's signal.
- Boundaries are the paths and trees. Students may not play behind the bamboo, or in fountain area.
- The basketball court may be used only when arranged by a non-supervising teacher.
- No water play at all during breaks. This is a teacher responsibility with a class when specially arranged outside of break time
- No climbing above waist height.
- No use of skate park

Homework

There are many benefits to homework for the student and parents:

- It helps focus parents' attention on their child's education
- It provides opportunity to practice new material
- It builds self-discipline, responsibility and good work habits
- It encourages planning and preparation of assignments
- It is an important factor in a student's academic success

We recommend a ten minute rule for the amount of homework a child should do each day. Multiply the child's grade by 10 to arrive at the recommended number of minutes that should be spent on homework. For example: Grade 1 - 10 minutes, Grade 2 – 20 minutes, and so on.

High school homework is posted on homework calendars, which can be accessed on the school website. Also, please see the new Plagiarism Policy included in the handbook.

Medical Alerts Policy

Parents must hand in a medical information form each year, giving parents' contact, emergency contact, family doctor, and care card number. In addition, information must be given on allergies or other medical conditions. Each teacher has a binder of medical information for their students which must be taken on field trips or other outings.

Staff members are briefed on medical conditions at the beginning of each school and appropriate training is carried out if necessary. This may include training in:

- Symptoms to observe
- Responding to seizures
- Use of epi-pens

In case of severe allergies, measures may be taken to create allergen-free zones within the school, or to make the entire school free of a certain allergen.

In case of accidents at school, parents or emergency contacts will be notified as soon as possible. If a child needs to be taken to an emergency ward, the school may initiate this if necessary, before speaking to the parent. Reports will be kept of all accidents.

Disease Prevention

Common sicknesses like colds and flu can be easily spread at school, but proper prevention habits can greatly reduce their spread. In addition, students need to learn how to prevent the spread of more serious blood borne pathogens such as hepatitis and HIV. Prevention methods should be taught at the beginning of each school year. The following are taught each year in an age appropriate manner by the homeroom or HACE teacher:

1. Proper hand washing
2. Cleanliness of desktops
3. Proper habits for coughing and sneezing
4. Dangers of blood and blood borne pathogens
5. Items which should not be touched outdoors – needles, condoms etc.
6. Location of gloves and first aid kits in classrooms.

Time Away From School Policy

Students often need to miss school for sickness or medical appointments. For these excused absences, parents should phone the school in the morning to inform us that the student will be absent that day. In addition to this, parents need to send a written note to the school, informing us of the reason for the absence. These notes are important, as our attendance records are audited at the end of the school year. When students have many unexcused absences, the school loses a portion of government funding.

Sometimes children are kept out of school for reasons such as family holidays or celebrations. The school respects the parents' choice in this matter, but we do request that these unexcused absences be kept to a minimum. Because we are a traditional classroom school, material covered in class is very important, and it is difficult to make up this material independently. The oral and interactive nature of instruction makes it impossible to send home all the work and concepts that are covered in class.

The school does not guarantee our teachers can supply school work for families going on extended holidays. The parents need to understand that this time out of school may affect their child's learning, and may result in them falling behind in their school work. We suggest your child continue to read and write while away from school in order to maintain his or her skills.

After an absence, whether for sickness or other reasons, it is the responsibility of the parent and student to ask the teacher(s) what work has been missed, and to make up the work wherever possible. Work should be made up on the student's own time, such as lunch time, after school, or at home. When a participation mark is given for a class such as PE, these participation marks may be forfeited for the time away. This also applies to credit given for school performances, such as Christmas concerts and plays.

If you know your child will be absent from school for more than a week, please meet with your child's teacher before and after the absence to get a sense of how the time away from school will affect your child.

Volunteering

All parents are strongly encouraged to volunteer at West Coast. Parent volunteering enriches our school with the diverse abilities in our parent community. It gives children a sense of security that both parents and teachers are working together for their good. It also helps the school save money, which can be reflected in our tuition rates.

Each year, a \$300 registration fee is paid by each family. After 30 hours of volunteer work have been completed, the deposit is repaid, or rolled over for the next year. If the family has arrears in tuition, a deposit repayment may instead be applied to the arrears.

A few things to remember about school volunteering:

- Each volunteer who works with children undergoes a Criminal Record check. If you have not done this, and would like to be involved in the life of the school, please request a CR consent form at the school office, and we can process it for you.
- Parent volunteers are much appreciated on the playground, at field trips, and in many school classes. Volunteers should remember that they are there to help the entire group, and not pay special attention to their own children.
- When volunteering for a school activity or on the playground, pre-school siblings should not be brought along, as this can distract the parent from watching for the safety of the other students.
- Volunteer requests are regularly put in the school newsletter. Please check for needs that you might be able to fill.
- If volunteer work involves the use of your vehicle, the school will be happy to reimburse you for car expenses. Our current rate is 42 cents per kilometer. We try to avoid asking parents to drive for field trips, because of insurance issues, but if a parent does drive on occasion, reimbursement is based on the number of students transported.

Field Trip Policy

Teachers are encouraged to plan approximately 4 field trips per year for their class. Field trips should be linked to current curriculum. Classes should be prepared with pre-trip activities, and teachers should follow up with post trip activities. Field trips are considered an integral part of the curriculum and therefore, the school does not charge extra for field trips. The school assumes that every student will attend the field trips; they are not optional activities.

The following guidelines will ensure safety and adequate protection for students on field trips:

- Field trip plans and notices are approved by the principal. Notice must be sent home well in advance, and permission forms collected.
- Transportation is by school bus whenever possible.

- When using vans carrying 10 or more passengers, the driver must hold a valid class four licence. On longer field trips, at least one car should be present in addition to the school bus, in order to deal with emergencies.
- Supervising teacher must keep emergency binder and a cell phone on his / her person at all times.
- First aid supplies must be brought along and carried at all times by a designated adult.
- If parent drivers are used to transport students, drivers must be given a list of the students they will drive. A list of students in each car should be handed in to the office before leaving.
- Travel time should be used educationally whenever possible.
- An appropriate ratio of chaperones to students should be maintained.
 - 4 to 5 year olds – 1 adult to 5 children
 - 6 to 9 year olds – 1 adult to 8 children
 - 10 to 12 year olds – 1 adult to 10 children
- Parent chaperones are often needed. Chaperones should come prepared to give their full attention to the students. Younger siblings are not allowed to attend.
- Chaperones are responsible to supervise a group of children, to be aware of dangers which may be present at the location, and to take necessary precautions such as:
 - Setting boundaries.
 - Accompanying children to the washroom.
 - Keeping count of students and being aware of where they are at all times.
- Supervising teacher will advise the school office of expected arrival time back at school.
- Parent my phone the school office if they wish an update on arrival times.

Code of Conduct and Discipline Policy

Our desire is to be a community that honours God in our attitudes, character and interactions. We desire our lives together to reflect the character of our God, who is “gracious and compassionate, slow to anger and abounding in loving kindness,” who is just and who shows no favoritism. The following are guidelines for acceptable conduct, which will aid us in establishing a safe, orderly and caring environment in our school.

As members of the WCCS community, we will:

- respect others and treat them how we would like to be treated
- co-operate with teachers’ and parents’ authority.
- Show responsible behavior in learning and school activities. This includes:
 - Attending classes regularly and punctually
 - Arriving at class prepared, with materials ready and homework completed
 - Taking care of equipment and materials
 - Using electronic devices responsibly, so as not to distract from or harm the learning environment
- Show care in the school for others’ comfort, convenience and safety.
- Speak in ways that build people up, avoiding profanity, threats, mocking or hurtful words.
- Speak and act truthfully

We will keep our school free from:

- Bullying, cyber-bullying, harassment and marginalization
- Threats and intimidation
- Violence in any form
- Abuse in any form
- Discrimination in any form
- Retribution against a person who has reported incidents

We will not tolerate the presence of:

- Theft and vandalism
- Intoxicating or banned substances
- Weapons, replica weapons or explosives
- Intruders or trespassers (All visitors to the school must first report to the office)

Notification

The school administration will notify the following parties concerned following an incident:

- Parents / guardians of the offender
- Parents / guardians of victim(s)
- Police or other agencies as required by law
- School staff and school community as deemed appropriate by the school administration

Consequences and Discipline

Consequences will be applied to unacceptable conduct. These may include detentions or temporary loss of privileges for minor infractions, and will move to progressive discipline for more serious or frequent behaviours. Consequences will focus on being restorative rather than punitive in nature.

We will use the following sequence of discipline for more serious behaviors. In some cases, the principal may proceed directly to expulsion if the behavior is sufficiently serious.

- Teachers and principal meet with the student to formulate a plan to change the unacceptable behaviour.
- Teachers and principal meet with parents to find ways to work together in correcting inappropriate or unsafe behavior
- Student is suspended from school
- Student may be expelled from school

Detentions

Responsibility and respect are shown in small and large ways. Detentions will be given for smaller behaviours which demonstrate a lack of responsibility or respect. These include:

- Swearing or mocking language
- Lateness to school or class
- Uniform infractions
- Disrespect to property
- Gum chewing in school building
- Electronics used in an unauthorized way. (Basic guideline - electronic devices may be used for a valid educational function, with a teacher's permission, or outside during breaks)

Detentions given for the above will be served at noon hours, or other times at the teacher's discretion.

Conflicts, Concerns, and Appeals Procedure

From time to time conflicts of one kind or another arise. These may involve students, parents or staff. If they are not resolved unnecessary friction arises. To maintain a peaceful, loving and united atmosphere we need to follow clear biblical procedures.

Matthew 18:15-17 is particularly helpful in setting out the principles of dealing with 'offences'. With children, it is not always clear who has offended whom, however the principles of dealing with disagreements or conflicts remain the same. The underlying principle is that conflicts should be resolved as directly as possible with the minimum number of people drawn in to maintain the maximum peace and unity. Conflicts need to be dealt with as quickly as possible and not allowed to simmer (Ephesians 4:26).

The first step in dealing with any conflict is to approach the individual or individuals involved. Most situations can be resolved privately like this. In practical terms this means that students should, whenever possible, settle matters quickly among themselves. Parents need to bring their concerns or complaints to the party involved, whether it is a teacher, principal or the School Board.

If, after first attempting to resolve the matter directly, the matter cannot be resolved satisfactorily, a further step should be taken. It is important—particularly with students—that further unfruitful confrontations are avoided. The matter should be taken to the teacher or volunteer who may be in charge. For parents the next step is to bring the matter to the next level of authority in school.

If a teacher or the principal cannot resolve the matter, having also brought the matter to the school board, then they may take the matter to the church through the elders. Practically this can be done through contacting one of the pastoral staff. The biblical principle set out in Hebrews 13:17 is applicable here. These occasions are the rare exception and not the rule.

Procedures for Parents are continued on the following page.

Procedures for Parents

When parents/guardians are concerned with a disciplinary action involving their child, they should follow the following procedures:

1. After hearing the child's report, contact the staff member involved for their perspective on the issue.
2. Realize that the school has reasons for all rules and it is important that they be enforced consistently.
3. Try to resolve the problem at the lowest level of authority. Do not skip any of these levels when appealing:
 - a. Teacher
 - b. Principal
 - c. Chairman of School Board

Uniform Policy

Students at West Coast Christian School wear uniforms to school each day, including to and from school. Each student needs two uniforms: a regular uniform and a PE uniform. In the case of special activity or non-uniform days, teachers will notify parents and students in advance.

WCCS expects students to comply with the standard of uniform and dress as described for their grade level on the following pages. In situations where the standard is unclear, the final decision will be at the principal's discretion. Infractions may result in detentions.

Items marked with an asterisk (*) must be purchased from the school's uniform supplier; other items may be purchased elsewhere.

Elementary School Uniforms: Grades K – 7

<p>Girls</p> <ul style="list-style-type: none"> • white, short-sleeved peter pan shirt* • royal blue cardigan* • drop-waist tartan tunic, grades K-3* • tartan box-pleat skirt, grades 4-7* • black bike shorts* • grey knee socks or tights* • all-black shoes (no lace-up shoes for Kindergarten) 	<ul style="list-style-type: none"> • jewelry is permitted but limited to: small plain earrings or studs (limit 2/ear), one smooth ring, one simple necklace • hair should be out of eyes, in natural colours and long hair should be tied back (principal has the discretion to decide whether or not hairstyles are appropriate) • hair accessories are allowed in uniform colours or natural hair colours only • no coloured nail polish • camisoles, if worn, must be plain white and not visible below blouse • non-uniform jackets and sweaters not permitted • skirts must be worn at knee-length • no boots
<p>Boys</p> <ul style="list-style-type: none"> • white golf shirt, short or long-sleeved* • royal blue v-neck pullover* • navy dress pants or shorts* • navy or black socks (no ankle socks) • all-black shoes (no lace-up shoes for kindergarten) 	<ul style="list-style-type: none"> • no visible jewelry • hair out of eyes and in natural colours (principal has the discretion to decide whether or not hairstyles are appropriate) • undershirts, if worn, must be plain white • non-uniform jackets and sweaters not permitted • all-black (no white or coloured trim) athletic shoes are permitted
<p>Girls and Boys PE Uniform</p> <ul style="list-style-type: none"> • royal blue T-shirt* • navy shorts* • grey pullover hoodie* • grey sweatpants* • white athletic socks • athletic shoes (no lace-up shoes for kindergarten) 	<ul style="list-style-type: none"> • PE runners should be athletic shoes, with non-marking soles. We strongly encourage quality athletic shoes with good cushioning and support.

High School Uniforms: grades 8 – 12

<p>Girls</p> <ul style="list-style-type: none"> • white, short-sleeved out-blouse* • black v-neck pullover* • tartan box-pleat skirt* • black bike shorts* • black knee socks or tights* • all-black shoes 	<ul style="list-style-type: none"> • jewelry is permitted but limited to: small plain earrings or studs (limit 2/ear), one smooth ring, one simple necklace • hair should be out of eyes and in natural colours (principal has the discretion to decide whether or not hairstyles are appropriate) • hair accessories are allowed in uniform colours or natural hair colours only • light make-up is permitted in natural colours • no coloured nail polish • camisoles, if worn, must be plain white and not visible below blouse • non-uniform jackets and sweaters not permitted • skirts must be worn at knee-length • shoes may not have heels higher than 2” from the floor to the top of the sole; no boots, pumps, clogs, or fashion runners
<p>Boys</p> <ul style="list-style-type: none"> • white golf shirt, short or long-sleeved* • black v-neck pullover* • grey dress pants* • grey or black socks (no ankle socks) • all-black shoes 	<ul style="list-style-type: none"> • no visible jewelry • hair out of eyes and in natural colours (principal has the discretion to decide whether or not hairstyles are appropriate) • undershirts, if worn, must be plain white • non-uniform jackets and sweaters not permitted • all-black (no white or coloured trim) athletic shoes are permitted (no boots or fashion runners)
<p>Girls and Boys PE Uniform</p> <ul style="list-style-type: none"> • royal blue T-shirt* • black shorts* • black zip hoodie* • black sweatpants* • white athletic socks • athletic shoes 	<ul style="list-style-type: none"> • PE runners should be athletic shoes, with non-marking soles. We strongly encourage quality athletic shoes with good cushioning and support.

Fire Procedures

1. At the sound of the alarm, EVERYONE must exit from the buildings, shutting doors and windows behind them, when possible. All students must exit quickly (WITHOUT RUNNING) and silently.
2. All classes will report quietly to their homeroom teacher on the sidewalk in front of the building, along Renfrew Street.
3. Homeroom teachers should connect with their class and check attendance by referring to registers to ensure that everyone is accounted for.
4. The principal will search out the school building for the location of any missing students or possible fires.
5. The Fire Department is immediately phoned if there is a fire.
6. No one will enter the school building until the principal has given permission.
7. Records of fire drills will be kept in the school office.
8. Kindergarten, Grade 1 and 2 exit through the front door.
9. Students in the Grade 4/5 classroom exit via the back staircase, through the school foyer, and out the front door.
10. Students in the Science Lab exit via the back staircase, through the school foyer, and out the front door.
11. Students in the Grade 3 room, Grade 6/7 room, and the Resource room exit through the northeast stair case, onto the patio and then down onto the sidewalk.
12. Students in the Multi-Purpose room exit through the side door and then around in front of the building.
13. Do not use the elevator.

Earthquake Procedures

In the event of an earthquake or earthquake drill, teacher and students should:

- Take cover under desks or tables. In the Multi-purpose room, take cover under a large beam.
- Face away from windows.
- Assume crash position on knees, head down, hands clasped on back of neck, or head covered with book or jacket.
- Count aloud to 60; earthquakes last longer than one minute.

The teacher should:

- Issue the “Take cover” order.
- Also take cover for 60 seconds.
- Implement evacuation procedures.

In other areas of the school, at the first sign of an earthquake, students should:

- Move away from windows, shelves, and heavy objects that may fall.
- Take cover under a table or desk, in a corner or doorway.
- In halls, stairways or other areas where no cover is available, move to an interior wall, kneel with back to wall, place head close to knees, clasp hands behind neck, cover side of head with arms.
- In the library, move away from where books and bookshelves may fall, take cover.
- Stay inside; usually the most dangerous place is just outside where building debris may fall; exit only after shaking has stopped.
- If outside, move to an open space away from buildings and overhead power lines; lie or crouch down, and look around to be aware of dangers that may require movement.

After the earthquake, students should:

- Evacuate the building in single file when instructed by an adult.
- Classes evacuate to Callister Park. Teacher should bring backpack with emergency supplies.
- Teachers take attendance – Designated individuals check building for missing adults or students.
- Keep calm
- Wear shoes
- Take jackets.

Lockdown Procedure

All classroom doors should be kept in lock position. Each classroom is equipped with a Fox Whistle.

1. A teacher, secretary, or principal gives whistle signal (three blasts) if they see an intruder or other danger.
2. Each teacher repeats signal when they hear it.
3. Classroom door is closed immediately, and windows covered where necessary.
4. At whistle signal, students move to a section of the classroom which is not visible from the door.
5. Students and teacher stay in this position until further information is given.

Bullying Prevention Policy

Bullying may be defined as a “deliberate, hostile activity, intended to harm, and usually involving an imbalance of power.” Staff, parents, and students at WCCS are committed to building a safe, bully-free environment in the school. In order to do this, efforts must be made on many fronts, as outlined below:

1. Code of Conduct

Students and parents are made aware of the school’s code of conduct at the beginning of each year. Consequences for going against the code of conduct are clearly outlined in the school’s discipline policy.

2. Pro-active measures

Bullying is minimized in a caring, connected school environment. This is intentionally cultivated at WCCS in several ways:

- a. Multi-age House activities
- b. Student retreats
- c. Strong teacher or principal presence in hallways and during unstructured times such as breaks and lunch hour.
- d. Parents encouraged to spend time volunteering in the school.
- e. Teaching in Bible and HACE classes on Christian community and relationships
- f. Staff and student training on identifying, and dealing with bullying.

3. Reporting

Students and parents are strongly encouraged to report incidents of bullying to a parent, teacher or other trusted adult. Parents in turn are strongly encouraged to report these incidents to school authorities. Developing a school ethos of empathy for one another and concern for vulnerable students, will help students see the importance of proper reporting. In order to facilitate this, teachers work to develop open trusting relationships with students. Students are also given an avenue to report anonymously if necessary.

4. Follow-up

Reports of bullying incidents will be followed up in the following ways:

- a. School staff ensure that the reported victim is supported and protected. This may include providing a safe place, notifying parents, counselling or other means.
- b. A log will be kept of reports.
- c. Teachers will be alerted to observe social situations more closely.
- d. Principal and/or teachers and parents will meet with perpetrators to counsel, and to bring about restoration or discipline, following the steps outlined in the school’s discipline policy.

Plagiarism Policy

Plagiarism has become a very common problem in schools and universities, because of the availability of information and the ease of copying. Many students, even unintentionally will copy and paste work from the internet, without acknowledging the source. This can bring serious consequences, especially in university studies, even automatic failure of a course. In addition, students who copy and paste material are harming their own learning, as they do not properly process and internalize the material they read. It is important that as a school, we train our students in good research techniques, and in ways to avoid plagiarism.

Teaching component

Throughout the High school, the MLA system of citing works will be used from Grade 8 to 12. At the beginning of each year, in English class, students will be taught skills necessary for avoiding plagiarism, including:

- Note taking
- Paraphrasing
- Using multiple sources
- Finding reliable sources
- Using Citations

Consequences for plagiarism

The following consequences will be used for cases of plagiarism from Grade 8 to 12. Instances of plagiarism will be accumulated over the five years of high school – each year does not give the student a clean slate.

1. First offense – Student will rewrite the assignment at school, under teacher supervision, with limited or no use of computer. The assignment must be handwritten within set time limits, outside of regular class time. The student may receive full marks for the assignment. The case of plagiarism will be communicated to parents and other teachers.
2. Second offense – as above with a limit of 50%
3. Third offense – 0% on assignment. Communicated with parents, teachers and placed on the student's permanent record.

Special Education Policy

We recognize the value of every child as a unique creation of God, and we welcome and care for students with many different gifts and abilities. Our special needs students form an important part of our school community. We value the contribution they make, and the opportunities they give other students to learn helpfulness and inclusion.

We also want to give parents a realistic appraisal of what our school can offer. The most important thing is that each student is placed in a learning environment where he or she can grow and flourish. For some students, WCCS is the best possible learning environment, while for others, a different school may offer a better fit. We endeavour to help parents in making the best choice for their child, regardless of whether the choice is WCCS or another school.

As a small K – 12 school, WCCS has some unique advantages and disadvantages. We need to weigh both in deciding whether to accept a child with special needs. WCCS offers the advantage of a small family-style community. Students with differing abilities can gain a strong sense of security from small class sizes, extra attention from the classroom teacher, a larger network of teachers, administrative staff, volunteers and students who know the student personally and are able to encourage him or her. Within this family atmosphere, the student can flourish, academically, emotionally and socially.

A small school also experiences limitations. We are unable to provide a dedicated special education class with a specialized teacher. The student may not gain the benefits of the most recent research and specialized training. In some cases, WCCS may decide not to accept a special needs student because of this lack of resources.

Given the considerations above, these are guidelines we follow in deciding whether to accept a child with special needs:

1. Does the child have other siblings enrolled in the school? We would try to use every possible means to provide schooling for a complete family.
2. Do we feel that we can provide an adequate education for the child, with our resources and outside resources that we can draw on?
3. Does the child need expertise that we cannot provide at this time?
4. Do the parents understand our approach to special education? Are they happy with the strength of a family atmosphere, within limited resources and expertise?
5. Do the parents place priority on having their child in a Christian learning community?

Our special needs program is structured as follows:

1. Where possible, the classroom teacher will oversee the child's program, integrating him or her wherever possible into regular class activities.
2. A part-time special education coordinator will facilitate the writing and revising of IEP's.
3. The school does not fund psycho-educational testing. When we believe there is a need for this, we will give the parents a letter requesting that their family doctor refer the child for testing. If this is not successful, we will suggest other avenues for the parents.
4. If the child cannot integrate into a regular class, the special education coordinator will be assigned to oversee the creation of an IEP for the child, which will be overseen by that teacher with the

assistance of Special Education Aids. This teacher will be given time outside of the classroom for overseeing the program and meeting with SEA's. IEP's are developed with the input of the parents and other specialist involved with the child.

5. Every effort is made to help the larger student body to understand and include the student with special needs.
6. Where possible, we apply for grants from the Ministry of Education to help provide extra services for the child. When special education grants are received, the school will determine the best ways of using the funds for the child's education. This may include teacher time, administrative time, outside consultants, equipment, and a special education aid (SEA). The school will consult with the parents in designing the program for the student, but will make the final decisions regarding the allocation of Special Education Grant funds.
7. In hiring SEAs to work with a student, every effort is made to consult with the parents in finding the most suitable person to work with the student. However, the school will make the final hiring decision, taking into account the school's overall hiring policies.
8. When a child is suspected of having a learning disability, the school may be able to offer extra help. These steps will be followed:
 - a. The classroom teacher, based on his or her observations, will request an assessment from our special education coordinator (SEC).
 - b. The SEC will carry out a simple, informed assessment, and recommend further action.
 - c. The child may be given extra support at this point, either in or out of the classroom.
 - d. If psycho-educational testing seems warranted, the SEC will explore avenues for this with the parents.

Home School Policy

West Coast Christian accepts enrolments of Homeschooled children, and offers limited services to them and their parents. The following are services provided free of charge by WCCS.

1. Use of the library
Parents should check with the school librarian on procedures for checking out and returning books.
2. Loans of textbooks
Core textbooks can be requested through the school office. Books may need to be ordered if the school is short of copies. In this case, classrooms needs will be met first, and the homeschooling family may need to wait for the materials.
3. School photos
Home-schooled students are welcome to come in for photographs when the photographer is here.
4. Provincial exams and FSA's
Provincial exams and FSA's may be written when they are scheduled at the school. Please note that we will not schedule special sittings of on-line exams unless we are offering them to regular classes.
5. Limited Field trips
Some field trips are open for home-schoolers to attend. The best way to find out about field trips is to subscribe to the school e-mail newsletters, or to check the Google calendar on the school website. If parents are interested in a field trip, they should check with the classroom teacher to see if it is suitable for homeschoolers. Most field trips are an extension of classroom work. The class usually spends time preparing the assignments that they will do at the field trip, and they may be set up in groups that will work together on these assignments. Home schoolers are welcome to come, but will need to have their parent set up their own assignments, and provide supervision. Some class activities are not suitable for home schoolers to attend. These might include choir or band performances, missions trips, class camping trips, and class year-end activities.

Because of our school's classroom focus, there are some services that we do not offer. These include:

- Marking of assignments or providing school marks for Graduation Credit courses.
- Curriculum consultation and unit or lesson plans
- Teacher-prepared assignments or projects

Parents interested in a higher level of school involvement and support, are encouraged to look into a Christian Distributed Learning (DL) school. These schools are especially licensed by the Ministry of Education to assist parents in providing home-based programs for their children. DL schools receive funding for each home-schooler registered, and they are able to use this funding for teacher-consultants, and to give grants to families for the purchase of curriculum materials and activities.

Student Records Policy

West Coast Christian School will keep an official record for each student enrolled. Files will contain:

- the official WCCS application form
- Form 1704
- Copies of a minimum of the last two years' report cards
- IEP's where applicable
- medical and emergency information
- relevant legal documents (court orders, name change, immigrations documents)
- support services information (psycho-educational testing)

If the student is not a Canadian citizen, a copy of the appropriate documents from Immigration Canada indicating the student has been legally admitted to Canada must be in the student's file. The files of foreign students must contain a copy of official documentation from Immigration Canada.

Files will not include:

- Student records will not contain information of a sensitive nature, for example information relating to a report to the Ministry of Children and Families (i.e. reports on abuse and neglect of a student). Transfer of such information to other institutions will most likely not occur unless there is a demonstrated need to know.
- Student records will only contain information that cannot be used to the detriment of the student. Sensitive discipline reports and other types of similar confidential items should be kept in a confidential file in the principal's office.
- Student records should not contain information of which parents are not aware.

Updating student records

Student records will be updated in June and September of each year. Homeroom teachers will be responsible for updating 1704 forms, under the supervision of the principal. The school secretary will be responsible for updating other parts of the file, under the supervision of the principal.

Storage of Student records

Copies of current student records are kept in the school office. Copies of previous students' records are kept until the student transfers to another institution, or for 55 years after the student leaves the school.

When records are sent to other institutions

Before a student records is sent to another institution, the secretary in charge of student records will review the file, making certain that the above guidelines are followed. If there is a question, the principal will make a judgement call as to whether a specific document will be sent. If confidential tests, for example, psycho-educational tests, are sent to another school, the parents or legal guardians should be contacted for their approval prior to sending them.

Transfer of any sensitive and / or confidential information will be done only if there is a demonstrated need to know.

Personal Information Privacy Policy

The School's Commitment to You

Safeguarding personal information of parents and students is a fundamental concern of West Coast Christian School. 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 West Coast Christian School 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.

WCCS 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 WCCS and an individual from time to time.

Ten Privacy Principles

As part of WCCS's 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 WCCS's compliance with the principles.

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 WCCS

Principle 1 – Accountability

WCCS 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:

West Coast Christian Christian School	
Attention:	David Ferguson
Address:	15 North Renfrew St., Vancouver, B.C., V5K 3N6
Phone:	604-255-2990
Fax:	604-255-2103
Email:	principal@westcoastchristianschool.ca

Principle 2 – Identifying Purposes

WCCS 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?

WCCS 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 comes 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. WCCS also collects information in connection with the use of its computer systems.

Principle 3 – Consent

WCCS 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, WCCS will take into account both the sensitivity of the personal information and the purposes for which WCCS 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 WCCS an individual may withdraw consent to the collection, use or disclosure of his or her personal information. Upon notice of withdrawal of consent, WCCS will notify the individual of the likely consequences of withdrawing his or her consent and, except where otherwise required or permitted by law, WCCS will stop collecting, using or disclosing the personal information as requested.

If a person provides WCCS 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 WCCS to collect, use and disclose such personal information for the purposes set forth in this Personal Information Privacy Policy.

Principle 4 – Limiting Collection

WCCS will limit the personal information collected to that information necessary for the purposes identified by the school.

Principle 5 – Use, Disclosure and Retention

WCCS 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?

WCCS uses personal information as follows:

- to communicate with parents and students, process applications and ultimately to provide students with the educational services and co-curricular programs you expect.
- to enable the school to operate its administrative function, including payment of school fees and maintenance of non-educational school programs including parent and volunteer participation and fundraising.
- health, psychological, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services.

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.

WCCS may use anonymous information, such as information collected through surveys or statistical information regarding students, to constantly improve our school.

When May Information be Disclosed?

WCCS 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 WCCS 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.

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 WCCS 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 WCCS 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

WCCS will take appropriate steps to ensure that personal information collected by WCCS 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 WCCS request that WCCS] correct an error or omission in any personal information that is under WCCS's control and WCCS 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

WCCS 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

WCCS will 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 WCCS

Principle 9 – Individual Access

WCCS 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.

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.

Child Abuse And Neglect Reporting Policy (Revised January 2014)

West Coast Christian School 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.

1. Purpose

The purpose of this policy is to provide specific guidance to the employees of WCCS in fulfilling the commitment to assist in child abuse prevention and in providing reporting protocols if child abuse is suspected or known to have occurred.

WCCS may add, modify, or remove portions of this Child Abuse and Neglect Policy 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 Teacher and Parent handbooks of WCCS or is available from the administration.

2. Guiding Principles:

The following guiding principles are provided to inform all parties serving children 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.

3. 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, Mr. David Ferguson, is designated as the “Appointed School Official (ASO).” Mr. Todd Zimmer is designated as the “*Alternate*”, who will fulfill all duties of the ASO when the principal is absent from the school premises. 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 AND the Appointed School Official or Alternate. If the Appointed School Official is the alleged abuser, then school personnel, after reporting to the previously mentioned agencies, will report to the Superintendent, head, or chairperson of the Board of Directors governing the school.
- 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.

- 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.
5. 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.

- a. 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.

- b. 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.
- c. 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.
- d. 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

- e. 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

- f. 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).

6. 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).

7. 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.

8. 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.

Annual training will be given during August or September of each year.

QUICK REFERENCE

POSSIBLE INDICATORS OF CHILD ABUSE AND/OR NEGLECT
<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• Sudden onset of nightmares, bedwetting, and/or fear of the dark• Cuts or sores on arms or legs• Self harming behaviours• Fear of going home, attempts to run away• Sudden change in attitude towards someone previously liked and trusted• Expressing bizarre, sophisticated or unusual sexual knowledge not typical for age, language or play• Becoming anxious and fearful after being outgoing and friendly• Expressing sadness, crying frequently, becoming depressed• Lacking friends or not participating in activities• Irregular or non-attendance at school

Appendix A

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.

Appendix B

Frequently Asked Questions

WHAT IS CHILD ABUSE AND WHAT ARE THE POSSIBLE 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 *TheBC Handbook for Action on Child Abuse and Neglect - For Service Providers*.

PHYSICAL ABUSE

Physical abuse is a deliberate physical assault or action by a person that results in, or is likely to result in, physical harm to a child. It includes the use of unreasonable force to discipline a child or prevent a child from harming him/herself or others. The injuries sustained by the child may vary in severity and range from minor bruising, burns, welts or bite marks to major fractures of the bones or skull, to, in the most extreme cases, death.

POSSIBLE INDICATORS OF PHYSICAL ABUSE

Physical Indicators

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

Behavioural Indicators

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

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.

POSSIBLE INDICATORS OF SEXUAL ABUSE AND EXPLOITATION
<p><i>Physical Indicators</i></p> <ul style="list-style-type: none">- unexplained or persistent pain, bleeding or unusual discharge in the genital or anal area- pregnancy- sexually transmitted diseases
<p><i>Behavioural Indicators</i></p> <ul style="list-style-type: none">- engages in age-inappropriate sexual play or exhibits age-inappropriate sexual knowledge (e.g. through drawing or play)- forces or coerces another child to engage in sexual play- inserts objects into vagina or rectum- directs sexually intrusive behaviour to adults- has unexplained gifts, new clothes or money- has changes in school performance and attendance- is secretive about “new” friends, activities, phone calls or internet use- has unexplained developmental setbacks (e.g. was toilet trained but reverts back)- is involved in sexually exploitive activities, such as performing sex acts for money- is involved in behaviours such as misuse of drug or alcohol, stealing, fire-setting- flinches when touched

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

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

4. UNDER WHAT CONDITIONS IS THERE A DUTY TO REPORT?

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

Section 13 (1) A child needs protection in the following circumstances:

- (a) if the child has been, or is likely to be, physically harmed by the child’s parent;
- (b) if the child has been, or is likely to be, sexually abused or exploited by the child’s parent;
- (c) if the child has been, or is likely to be, physically harmed, sexually abused or sexually exploited by another person and if the child’s parent is unwilling or unable to protect the child;
- (d) if the child has been, or is likely to be, physically harmed because of neglect by the child’s parent;
- (e) if the child is emotionally harmed by the parent’s conduct;
- (f) if the child is deprived of necessary health care;

- (g) if the child’s development is likely to be seriously impaired by a treatable condition and the child’s parent refuses to provide or consent to treatment;
- (h) if the child’s parent is unable or unwilling to care for the child and has not made adequate provision for the child’s care;
- (i) if the child is or has been absent from home in circumstances that endanger the child’s safety or well-being;
- (j) if the child’s parent is dead and adequate provision has not been made for the child’s care;
- (k) if the child has been abandoned and adequate provision has not been made for the child’s care;
- (l) if the child is in the care of a director or another person by agreement and the child’s parent is unwilling or unable to resume care when the agreement is no longer in force.

(1.1) For the purpose of *subsection(1)(b) and (c)* and *section 14(1)(a)* but without limiting the meaning of “sexually abused” or “sexually exploited”, a child has been or is likely to be sexually abused or sexually exploited if the child has been, or is likely to be,

- (a) encouraged or helped to engage in prostitution, or
- (b) coerced or inveigled into engaging in prostitution.

(2) For the purpose of *subsection (1)(e)*, a child is emotionally harmed if the child demonstrates severe

- (a) anxiety,
- (b) depression,
- (c) withdrawal, or
- (d) self-destructive or aggressive behaviour.

5. 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

Appendix C

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
- f) *Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report*, available online at http://www.mcf.gov.bc.ca/child_protection/pdf/child_welfare_your_role.pdf

Attendance and late policy (implemented January 19, 2015)

From time to time students or families struggle with arriving at school on time, or with missing entire class blocks. Students who arrive late suffer academically, as they miss prime learning time in the morning. They also cause a distraction to other students in their classes as they disrupt the class when they enter after the morning work has begun.

Parents and students need to take responsibility for arriving at school on time, and make necessary adjustments to their schedules in order for this to happen.

Our School board has implemented the following policy regarding unexcused lates or absences, beginning on January 19, 2015.

- Arriving on time is defined as being in the classroom, prepared to work by 8:30 am, or by the beginning of each class time after that, as stated in the student's timetable. Students who have to leave the class to get materials are considered late.
- If an entire class block is missed or skipped this will count as an absence
- In order for a late or absence to be excused, the parent must give a note or e-mail explaining the reasons. A telephone call in itself is not sufficient. Possible reasons may be sickness, family emergency, unexpected traffic difficulties, or parent's discretion in keeping their children home for occasional special activities.
- High School students with unexcused lates or absences will not be allowed noon-hour sign out privileges on that day. The student must report to the teacher on duty in the Multi-purpose room at the beginning of lunch hour.
- From Grades 5 to 12, after a student has six unexcused lates or four absences in a term, there will be a mandatory meeting with the principal/designate, the parent/guardian, and the student. If the meeting does not take place immediately, the student will be suspended from classes and will lose grades for those classes until the meeting has taken place, and a plan of action agreed to.
- After this step has been taken, an improvement should be evident. If six more unexcused lates or absences occur in the same term, the student will again receive a one day suspension, with loss of grades, followed by a meeting with the parents.
- After this second suspension, if six more unexcused lates or absences occur in the term, the parents will be asked to withdraw the student from the school.
- At the end of each term, the count of lates and absences is reset at zero.