

# SURREY CHRISTIAN SCHOOL

## POLICY MANUAL

Last updated September 14, 2017

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NOTE: The terms “System Principal” and “Superintendent” are interchangeable throughout this document.

## GOVERNANCE

### CONSTITUTION AND BYLAWS

[Click here](#) to view the Constitution and Bylaws document on the Surrey Christian School website.

### CONFLICT OF INTEREST AND DISCLOSURE POLICY FOR SCHOOL BOARD AND COMMITTEE MEMBERS

#### Board Confirmation Date:

1) Purpose:

Surrey Christian School desires to have all its parents and members (supporters) involved in the school. In the areas of board and committee leadership, there may arise situations of perceived and real conflict of interest or need for disclosure. To ensure a healthy school community where issues of conflict of interest may arise, it is assumed that persons who place themselves into such a situation voluntarily declare their conflict of interest, provide appropriate disclosure, and/or step aside or accept the board/committee wisdom should this happen. This policy statement applies to all board and committee members. Such individuals are carefully selected, and their integrity, judgment, and courage are trusted. The board expects that no member would ever use his or her position on a school board or committee for personal gain. To avoid any misunderstanding, however, this policy statement is promulgated and adopted.

2) Background and Guiding Principles:

- a) Faithful stewardship in the leadership and employment of Surrey Christian School demands high levels of trust in every relationship, and avoidance of the appearance of wrongdoing.
- b) Board members hold a position of trust, and as fiduciaries, have a general obligation to avoid conflict of interest situations.
- c) Board members have the duty of guiding Surrey Christian School’s affairs in such a manner as to achieve the objectives of Surrey Christian School. Board members have a fiduciary duty to act honestly, in good faith, and in the best interest of the School and to be loyal to the School.
  - i) Honesty is the first component of the fiduciary duty. This places an obligation on the board member to disclose the entire truth and to avoid fraudulent transactions in matters pertaining to his or her office.
  - ii) Good faith is the second component of the fiduciary duty. Board members must pursue the best interest of Surrey Christian School and good faith and reasonableness must be demonstrated in obtaining this end. This means that a board member may not pursue any improper purpose while acting on behalf of the School.
- d) The duty of loyalty and avoidance of conflict of interest means that a board member must give loyalty to the School and must not subordinate the interests of the School to his or her personal interests.
- e) Even when conflicts do not exist, it is important to understand that the decisions of the Board may affect the business or property of a board member. Social and political gain may also violate the fiduciary duty. Direct or indirect benefits to relatives, friends, and associates must be avoided.
- f) Board members also have a duty of care, duty of diligence, duty of skill and duty of prudence.

3) Definition of a Conflict of Interest:

- a) A conflict of interest refers to situations in which a board and/or committee member’s (i.e. positions of trust) personal, professional or financial interests or those of a friend, family members, colleague or

professional association might interfere with the exercise of such member's judgment and/or impair such member's ability to act in the best interest of Surrey Christian School, and for which the person is morally required to either avoid or openly acknowledge.

- b) A conflict of interest exists when a board member has an outside interest that has the potential of being in variance with the best interests of the School. When a board member's personal interests, whether real or perceived, could supersede or conflict with his or her dedication to the best interests of the School, a conflict arises. The test of a conflict of interest is not just whether the board member is actually influenced by a personal interest, but whether circumstances lend themselves to such a possibility.

Examples include:

- i) Conflicting financial interests
  - ii) Use of confidential information for personal gain
  - iii) Unauthorized disclosure of confidential information; and
  - iv) Use of institutional time and facilities for personal purpose or other activities
- c) It is also recognized that the appearance of a conflict of interest, when in fact it may not exist, can still be damaging to the School.
  - d) A conflict of interest refers to situations in which a board and/or committee member may have the opportunity to influence Surrey Christian School's decisions in ways that could lead to personal gain or give advantage to associates or firms in which board and/or committee members have an interest. Board and/or committee members are expected to separate their board / committee and private interests in accordance with existing Surrey Christian School policies, provincial law, and federal regulations.

4) Policy Statement:

- a) Each board member and committee member must avoid incurring any kind of financial or personal obligation that might affect his or her judgment in dealing for the Board of Surrey Christian School with outside organizations or individuals. Each person must examine his or her own activities and those of his or her immediate family to ensure that no condition exists that creates a potentially embarrassing or conflict of interest situation with respect to transactions with the School. Board and committee members shall sign and complete the attached Conflict of Interest and Disclosure Statement (Appendix A) upon adoption of this policy or appointment to the Board, if later.
- b) Unless the provisions in paragraphs 3 through 5 are followed, a board or committee member shall not solicit or be a party, directly or indirectly, to any potential or existing contract or transaction between the School and:
  - i) Himself or herself;
  - ii) Any firm, meaning co-partnership or other unincorporated association, of which he or she is a partner, member or employee;
  - iii) Any organization of which he or she or member(s) of his or her immediate family is an officer, director or employee;
  - iv) Any private corporation in which he or she is a stockholder owning more than one percent (1%) of the total outstanding stock of any class if the stock is not listed on a stock exchange, or stock with a present total value in excess of \$25,000.00 if the stock is listed on a stock exchange or of which he or she is a director, officer, or employee; and
  - v) Any trust of which he or she is a beneficiary or trustee.
- c) In the event a potential contract or transaction or existing contract or transaction that does or could present a conflict situation, as described in paragraph 3b is presented to the Board, the member shall:
  - i) Not participate in any way on behalf of the School in negotiation or amendment of the contract or transaction, or in the approval of the contract or transaction; and

- ii) Promptly and fully disclose in writing the nature and extent of any financial, personal, or pecuniary interest in the contract or transaction to the Board or any other official body that has the power to approve the contract or transaction, the disclosure of which shall be made a matter of record in the Board's official proceedings.
  - d) A contract or transaction referenced in paragraph 3 must be approved by a vote of not less than two-thirds (2/3) of the full Board, or of the approving body, in open session without the vote of the member making the disclosure.
  - e) The Board or other official body must disclose the following summary information in its official minutes as to contracts or transactions referenced in paragraph 2:
    - i) The name of each party involved in the contract or transaction;
    - ii) The terms of the contract or transaction, including duration, financial consideration between parties, facilities or services of the entity included in the contract or transaction, and the nature and degree of assignment of employees of the School for fulfillment of the contract or transaction; and
    - iii) The nature of the member's financial, personal, or pecuniary interest.
  - f) A board member shall not engage in a transaction in which the member may profit from his or her official position or authority, or benefit financially from confidential information that the board member has obtained or may obtain by reason of such position or authority. A board member shall not participate on behalf of the School in the negotiation or execution of contracts or transactions, making of loans, granting of subsidies, fixing of rates, issuance of permits or certificates, or other regulation or supervision relating to a business entity (whether for profit or not-for-profit) in which the member has a financial, personal, or pecuniary interest or is an officer, director or employee.
- 5) The Following Represent Potential for Conflict of Interest
- a) Board, Finance and Education Committee nominees need to identify their conflict of interest if an immediate family member is a teacher or an administrator of the school or the nominee is an employee of the school.
  - b) Board, Finance, Development and Facilities nominees need to identify their conflict of interest if any advantage is gained from this relationship. Advantage presupposes income and profit above normal expense and lack of using an objective tendering process.
  - c) Any other committees will rely on personal and board responsibility in identifying a particular conflict of interest. It is understood that these committees will have considerable latitude in selecting members and will not be subject to the above restrictions.
- 6) Board Responsibility
- a) The Board has the responsibility for determining whether a particular nominee's potential conflict of interest disqualifies them from serving on the Board of Directors or the aforementioned Committees.

## GOVERNANCE COMMITTEE TERMS OF REFERENCE

**Board Confirmation Date: Fall 2013, re-approved with whole manual April 28, 2014**

The purpose of the Governance Committee is to ensure that the board fulfills its legal, ethical and functional responsibilities through effective governance policy development, recruitment strategies, training programs, monitoring of board activities and evaluation of board members' performance.

### 1) Composition and Operations

- a) The Committee shall be composed of not fewer than three directors of the board and the Superintendent as a standing member. One of the board directors to be the vice-chair of the board.

- b) The Committee shall meet at least two times each year or as circumstance dictates. The chair of the Committee can call more meetings if necessary.
  - c) From time to time, as deemed required by the Committee, the Committee shall retain, subject to the board's approval, independent professional advice regarding governance or nominating issues.
  - d) The secretary to the Committee shall be either the board secretary or a delegate from the committee.
- 2) Duties and Responsibilities – Subject to the powers and duties of the board, the Committee will perform the following duties:
- a) Be aware of governance risks as they apply to board objectives. The committee shall receive updates from the superintendent on risks and the strategies being used to address such risks.
  - b) Develop and annually update a long-term plan for board composition that takes into consideration the current strengths, skills and experience on the board, retirement dates and the strategic direction of the school.
  - c) Develop recommendations regarding the essential and desired experiences and skills for potential directors, taking into consideration the board's short-term needs and long-term succession plans.
  - d) In consultation with the board chair and superintendent recommend to the board criteria and potential candidates for consideration when they are appointing directors.
  - e) Review, monitor and make recommendations regarding the orientation and ongoing development of existing and new directors.
  - f) Bi-annually review and maintain the board manual outlining the policies and procedures by which the board will function, the board's by-laws to ensure their continued adequacy and relevance, and the terms of reference for the board, the board chair, the vice-chair, the superintendent, individual directors and board committees.
  - g) Assess the needs of the board in terms of the frequency and location of board and committee meetings, meeting agendas, discussion papers, reports and information, and the conduct of meetings and make recommendations to the board as required.
  - h) Recommend to the board and annually implement an appropriate evaluation process for the board, the board chair, its committees and individual directors. Once completed the committee would report back to the board recommending action or education if necessary to be taken.
  - i) Recommend to the board any reports on corporate governance that may be required or considered advisable.
  - j) At the request of the board chair, vice chair or the board, undertake such other corporate governance initiatives as may be necessary or desirable to contribute to the success of the school.
  - k) In conjunction with the chair of the board monitor adherence of directors to the Surrey Christian School's code of ethics.
  - l) Annually review and discuss membership and stakeholder engagement.
- 3) Accountability
- a) The committee shall report its discussions to the board by oral or written report at the next board meeting.
- 4) Committee Timetable
- a) The timetable on the following page outlines the committee's schedule of activities, and will be set by the committee following its appointment.

	APR	SEPT
Develop board composition plan	X	
Develop new director criteria	X	
Recommend nominees		X
Orientation and development plan	X	

Review board manual, by-laws and various terms of reference	X	
Assess the needs of the board in terms of frequency and location of board and committee meetings		X
Recommend and implement an evaluation process for the board, board chair, committees and individual directors	X	
Recommend committee members and committee chair appoints as required	X	
Meetings	X	X
Understand the principal governance risks relative to the corporation's objectives and receive updates from management on changes to the risks and the status of strategies to address such risks. As required.	X	X

## STUDENT/PARENT HANDBOOK

[Click here](#) to view the Student/Parent Handbook document on the Surrey Christian School website.

## POLICY DEVELOPMENT, APPROVAL AND DISTRIBUTION

**Board confirmation date: April 20, 2015**

### 1) **PURPOSE**

Surrey Christian School (SCS) has an ongoing program for the development, approval, and review of clearly written policies and procedures that provide direction to Board and SCS staff. All policies are written in the established format.

### 2) **POLICY**

SCS -wide policies are reviewed, revised as necessary at least every three - five years approved, and dated by the Board and Superintendent.

The Board/Superintendent/Designate retains an original copy of all approved and revised policies (both printed and electronic versions).

### 3) **OUTCOMES**

Not applicable.

### 4) **MATERIALS REQUIRED**

- a) Template: Template for Policies (Appendix A)
- b) Form: Policy and Procedure Review Worksheet form
- c) Form: Job Description Revision Summary form

### 5) **PROCEDURE**

FORMAT



All policies and procedures conform to the established format. Refer to the Definitions and Structure for Policies and Procedures at the end of this policy. When drafting a new policy, the Policy and Procedure Structure Outline may be used as a guide for the information required.

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#### BOARD

Ensure that approved policies are established. Refer to the Policy and Procedure Approval Process.

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#### SUPERINTENDENT

Develop policies and procedures for the furtherance and fulfillment of SCS's mission and vision statement to educate for wholeness by engaging God's world in the servant way of Jesus as delegated by the Board. Refer to the Approval Process.

Ensure that the applicable policies and procedures information is available to board and staff at all times.

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#### SENIOR LEADERSHIP TEAM

Ensure the insertion of policies and procedures and circulation of all new or revised policies and standards.

Review important policies and standards with new staff during orientation.

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#### STAFF

Suggest policies and procedures to achieve the goals and objectives of SCS.

Read and understand the policies and procedures, and put them into practice.

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#### *APPROVAL PROCESS*

Policies and Procedures are developed using the structure outline and the definitions, which are included in this policy.

A typical policy approval process is as follows:

- i. Issues are identified which require a policy statement and procedure. For example, the issue of staff wishing to complete additional education may require a policy and procedure for education leaves.
- ii. A draft of the policy and procedure is prepared for the senior leadership team to review. For example, the Education Advisory Committee may review a policy regarding the form and procedure for discussing with staff their wishes to introduce learning techniques for students.

- iii. Any policy drafted is circulated with the Policy and Procedure Review Worksheet for comments, and returned to the individual circulating the policy and procedure. All policy drafts will be initiated by either the Superintendent or a board member and will be vetted by the Senior Leadership Team.
- iv. A final draft is reviewed for approval by the senior leadership team.
- v. Final revisions are reviewed and incorporated by committee members and the Superintendent and the policy and procedure is prepared for final approval by the Board/Designate .
- vi. Once approval is obtained the policy and procedure is prepared for final printing and distributed throughout the organization.
- vii. SCS's Policy Manual's Table of Contents/Index and the revision summary is updated as revised, dated, and initialed.

**Note:** Refer to the *Revision Summary* following the index to track policies and procedures that are revised.

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#### DEFINITIONS

- i. **PURPOSE**  
The reason for the policy or the main goal to be accomplished through the policy.
- ii. **POLICY**  
A written statement that clearly indicates the position and values of the organization on a given subject. A policy does not have to define who is responsible, but it can if desired. Ex. "Information related to staff is confidential, and must not be released unless the appropriate approval is received."
- iii. **STANDARD**  
A written statement indicating the desired and achievable level of performance to be benchmarks against practice standards. A standard specifically identifies who is responsible for the action. Ex. "Staff maintain the confidentiality of student information at all times."
- iv. **GUIDELINES**  
Statements which may be outlined where a policy is not needed. Guidelines are intended to provide guidance to achieve a desired outcome.
- v. **PROCEDURE**  
The steps to carry out the policy, usually identifying who does what, where, and when.
- vi. **OUTCOME**  
Expected results of the policy and procedure. Outcomes are measured through quality indicators which are benchmarks used to evaluate results.
- vii. **MATERIALS REQUIRED**

Items required to perform the procedure, e.g., forms, flow charts, equipment, etc.

viii. REFERENCE

Reference sources may include textbooks, manuals, or other policies and procedures.

ix. APPENDIX/ATTACHMENTS

Supplemental material supporting the policy.

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*POLICY AND PROCEDURE STRUCTURE OUTLINE*

When drafting new policies and procedures please complete each of the following sections outlined below. Refer to the Definitions for writing Policies for other headings that may be used.

- a) Purpose
- b) Policy/Standard
- c) Outcomes
- d) Materials Required
- e) Procedure
- f) References
- g) Appendix

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*REFERENCES*

None.

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*APPENDIX*

Template: Template for Policies (Appendix A).

See forms manual.

## OPERATIONS POLICIES

### ADMISSION POLICY

**Board confirmation date: April 28, 2014. Changes approved November 2, 2015. Changes approved April 25, 2016.**

Surrey Christian School exists primarily to assist Christian parents and guardians in fulfilling their responsibility to raise their children according to the principles of God's word as outlined in the Constitution of the school.

- 1) The purpose of the admission policy is to:
  - a) maintain the distinctiveness of the Christian nature of the school
  - b) set the guidelines for admission to the school
  - c) ensure that the school admits students in a fair manner
  - d) prevent difficulties when a student is refused enrolment in the school
- 2) Basic considerations:
  - a) Prospective parents must want their children to be educated in accordance with the school's basis and purpose, and they must fully support the aims of the school's Christian program of instruction.
  - b) Students will be accepted for the available spaces in the school in the following order:
    - i) Applications received before February 15 from
      - (1) Children who have siblings currently attending the school, children of staff members, children of alumni who are members of a Christian church, and children currently enrolled in the preschool from families who are members of a Christian church.
      - (2) Students transferring from schools that are a member of the Society of Christian Schools in BC.
      - (3) Students transferring from other Christian schools.
      - (4) Students from families who are members of a Christian church.
      - (5) Children currently enrolled in the preschool from families who are not members of a Christian church but deemed an appropriate fit with the vision and mission of SCS.
    - ii) Other students deemed an appropriate fit with the vision and mission of SCS. Families who are accepted will be placed in a waiting pool to be considered after February 15 if there is space available.
  - c) The school will accept a student only if it believes it can provide a suitable educational program. In some instances, the school may decide that it lacks the resources to provide for children with particular needs.
  - d) The school does not receive provincial grants for students whose parents are not legal residents. Therefore, such students are charged additional fees to cover the lack of such grants.
  - e) Parents must agree to meet the financial obligations of enrolment within the required time period.
  - f) Parents must agree that the standards of their home will not undermine the standards of the school as outlined in the *Parent and Student Handbook*.
  - g) SCS reserves the right to refuse admission to any family.
  - h) SCS reserves the right to decide not to re-enroll a student for the subsequent school year if administrators deem it is in the best interest of the school and/or the student.
  - i) All families must agree that they will endeavor to support the faith-based perspective of this school represented in the constitution, specifically appendix A, "Our World Belongs to God", a contemporary testimony.
  - j) Society membership is approved by the board of directors as per the bylaws of Surrey Christian School Society, Part 2 – Membership. Those seeking membership in the Society may also be required to submit a pastor's letter of reference attesting to their commitment to the Christian faith as per bylaw 2.4 "Each Applicant seeking to become a member of the Society shall:
    - i) complete such application procedures as may be prescribed by the Society;
    - ii) signify agreement with and endorsement of the basis and principles of the Society set out in the constitution of the Society; and
    - iii) satisfy such other requirements as determined by the directors from time to time
- 3) General Policies and Procedures
  - a) Fees

- i) The entry fee for new families is \$200.
  - b) Within each of the categories above, students will not necessarily be accepted in order in which the registration forms were returned to the school.
  - c) Every new registration and re-enrolment form received after April 1 will be on standby, even if students are presently attending SCS.
  - d) The principal is responsible for placing the student at a suitable grade level and/or a suitable program. Testing may be required of a prospective student to determine proper grade and program placement. Proper grade placement may also be determined by information from the previous school and conversation with the student and parent or guardian.
  - e) Parents who have children enrolled and who wish to register an additional child for kindergarten the following September are required to complete a "letter of intent" by November 1 in order to confirm their child's seat in the kindergarten class.
  - f) Students must be legal residents of Canada.
  - g) Students must have reached 5 years of age by December 31 of the year of enrolment.
- 4) Admission Procedures
- a) Parents first submit a completed application for admission form that includes information about the student's academic, social and disciplinary history; legal residency statement; and statement of financial commitment.
  - b) All students and parents will be interviewed by the administrative staff to determine if the student is to be admitted to the school.
  - c) International students must have a Canadian guardian and homestay parent. Information on student progress will be sent to parents in home country and to homestay parents.
  - d) The school will strive to limit to 2 or 3 students per classroom for whom English is a second language and are still learning the language. Language proficiency will be determined through an interview, a language proficiency test, or a reference from the previous school. Students need to have enough English ability to keep up with classroom instruction. Students will cease to require ELL on decision of the Director of ELL.
  - e) If there is a history of disciplinary problems, students will be accepted on probationary status.
  - f) Once a student has been tentatively accepted by the school, the parents must submit the first month's tuition payment (non-refundable) to confirm enrolment.

## TUITION POLICY

**Board confirmation date: April 28, 2014. Update approved January 18, 2016. Update approved February 27, 2017**

The purpose of our tuition policy is to define fair policies and guidelines to which the administration can adhere while managing the finances of the society. These policies are firm and only written appeal to the board will be considered for exception.

### 1. Tuition Collection

- a. New families shall pay their first month's tuition as a non-refundable deposit upon acceptance.
- b. In order to receive a 1.5% discount, tuition shall be paid in full within the first week of school.
- c. Monthly payments may be made only provided that a signed pre-authorized debit form and void cheque is on file.

- d. 10 equal monthly payments will be processed through pre-authorized debit. Parents may choose to pay on the 1<sup>st</sup>, 15<sup>th</sup> or 22<sup>nd</sup> of the month. In the event that the pre-authorized debit is rejected by the family's financial institution, a \$50 late fee will be charged.
  - e. For those parents wishing to pay in twelve equal payments, the first payment of the twelve month cycle will be due September 1 and the final on August 1.
  - f. 1 month notice is required for withdrawal, or parents must pay 1 month tuition in lieu of notice. Notice is effective 1 month following month end.
2. Tuition Fees
- a. Families who have children attending another K-12 Christian School where they are paying tuition will receive a 20% discount on the tuition fees for Surrey Christian School.
  - b. Students enrolled in 5 or more courses are considered full time for tuition purposes.
3. Tuition Arrears
- a. Accounts 30 days in arrears will be contacted.
  - b. Accounts 90 days in arrears may result in the loss of the privilege of attending Surrey Christian School and an interest rate of prime plus 5% will be levied.
  - c. Whenever any portion of the previous year's tuition remains unpaid, a family cannot be enrolled in the new school year until payment in full is made on past due amounts. Notice of non re-enrolment will; be given as early as possible prior to the end of the current school year to give parents adequate time to make either full payment or alternative school arrangements.
4. Requests for Reduced Tuition
- a. Parents requesting reduced tuition must complete a "Financial Assistance Form" or a "Pastoral Assistance Form" no later than May 5 of each school year, applicable to the following school year. Each request will be dealt with individually after the following options have been considered.
    - i. Family members have been approached for assistance.
    - ii. Church community has been asked to support the family.
    - iii. If parents are separated, both parents should contribute to the student's tuition fees
    - iv. Financial needs must be shown by both parents and both must sign for reduced tuition.
  - b. The Finance Department will then make a decision by the end of the previous school year in order to give parents ample time to make alternative arrangements should financial assistance not be available.
5. International Student Tuition Payment
- a. Non-refundable deposit to be paid before the re-enrollment deadline for returning students. Balance of the tuition must be paid by June 1 of the previous school year.
  - b. New students must pay the full tuition fee within 2 weeks of acceptance.
  - c. Payment options include cheque, bank draft or wire transfer. No cash.
  - d. Refund Policy -- In the event that a student authorization cannot be obtained, or the student decides not to attend Surrey Christian School or withdraws, the following refund policy will apply:
    - i. Refund of fees, excluding application fee will be given only if the student visa is not approved. An original copy of rejection letter from the embassy is required.
    - ii. If the student withdraws within 30 days of the start of school, 50% of the tuition fee is refundable. No refunds if the student withdraws on or after October 1.
    - iii. If the student is applying for immigration status the school must receive legal documentation by June 30 in order to qualify for the regular tuition rates. If a student becomes a landed immigrant after June 30, the full international student rate applies, however, a refund will be issued in the amount of the government grant that the school will receive for that student.

## DONOR RESTRICTED GIFT POLICY

**Board confirmation date: Feb.27.2017**

### Purpose:

Charities should ensure that gifts or donations received that are restricted for the support of a particular ministry or intended to be used for a particular program or project are used solely for such purpose or purposes.

Occasionally, using funds as restricted becomes impossible. Consider the example of a church holding a special offering to raise \$7,000 for a new piano. The offering raises \$10,000. What happens to the other \$3,000? In this case, the charity is legally prevented from either using the funds in another program or returning them to the donor, without making application to the courts. This can be an expensive and time-consuming exercise.

To avoid being precluded from using restricted funds at all if a project is oversubscribed or is terminated, the following "Donor Restricted Gift Policy" should be made known to the prospective donor:

Spending of funds is confined to Surrey Christian School Society approved programs and projects. Each contribution directed toward an approved program or project will be used as restricted with the understanding that when the need for such a program or project has been met, or cannot be completed for any reason as determined by the Surrey Christian School Society, the remaining restricted contributions will be used where most needed.

## PERSONAL INFORMATION PRIVACY POLICY FOR PARENTS AND STUDENTS (AS ADOPTED FROM FISA)

**Board confirmation date: April 28, 2014**

### **The School's Commitment to You**

Safeguarding personal information of parents and students is a fundamental concern of Surrey 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 Surrey 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.

Surrey Christian School 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 Surrey Christian School and an individual from time to time.

### **Ten Privacy Principles**

As part of Surrey Christian School'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 Surrey Christian School'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 Surrey Christian School.

**Principle 1 – Accountability**

Surrey Christian School is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school designates an individual who is 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:

Surrey Christian School	
Attention:	Privacy Officer
Address:	8930 – 162 Street, Surrey, BC V4N 3G1
Phone:	604-498-3233
Email:	info@surreychristian.com

**Principle 2 – Identifying Purposes**

Surrey Christian School 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?**

Surrey Christian School 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. Surrey Christian School also collects information in connection with the use and monitoring of its computer and internet 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**



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

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

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

Surrey Christian School will limit the personal information collected to that information necessary for the purposes identified by the school.

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

Surrey Christian School 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?**

Surrey Christian School 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.

Surrey Christian School 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?**

Surrey Christian School 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 Surrey Christian School 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 Surrey Christian School, 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 photographer the information required to produce the annual student photographs and grad photographs. Suppliers of specialized services are given only the information necessary to perform those services, and Surrey Christian School 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**

Surrey Christian School will take appropriate steps to ensure that personal information collected by the school 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 Surrey Christian School request that the school correct an error or omission in any personal information that is under Surrey Christian School's control and the School 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**

Surrey Christian School 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**

Surrey Christian School 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 Surrey Christian School.

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

Surrey Christian School 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**

A student may access their personal school records with appropriate notice during normal school hours.

#### **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.

### PERSONAL INFORMATION PRIVACY POLICY FOR EMPLOYEES AND VOLUNTEERS (AS ADOPTED FROM FISA)

**Board confirmation date: April 28, 2014**

#### **The School's Commitment to You**

Safeguarding personal information of employees and volunteers is a fundamental concern of Surrey 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 Surrey Christian School regarding the collection, use and disclosure of personal information about employees and volunteers, including the steps the school has taken to ensure personal and financial information is handled appropriately and securely.

Surrey Christian School 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. The most recent update of this Personal Information Privacy Policy can be found in the Policy Manual of Surrey Christian School or is available from administration. This Personal Information Privacy Policy may be supplemented or modified from time to time.

#### **Ten Privacy Principles**

As part of Surrey Christian School’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 Surrey Christian School’s compliance with the principles.

**Definition**

In this Personal Information Privacy Policy, the following term has the meaning 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.

**Principle 1 - Accountability**

Surrey Christian School is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school designates an individual who is 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:

Surrey Christian School	
Attention:	Privacy Officer
Address:	8930 – 162 Street, Surrey, BC V4N 3G1
Phone:	604-498-3233
Email:	info@surreychristian.com

**Principle 2 - Identifying Purposes**

**What Information is Collected, Used and Disclosed?**

*Employees*

Surrey Christian School collects, uses and discloses personal information about employees in order to establish, manage and terminate the employment relationship and for other purposes identified when the information is collected.

Set out below are some examples of personal information about employees collected, used and disclosed by Surrey Christian School:

- personal information collected, used and disclosed in the hiring process, including information on resumes and application forms (contact information, personal and professional history, qualifications, emergency contact information) results of criminal records checks, information collected from references;
- payroll and related information including, social insurance number, rate of pay, hours of work, deductions, bank account information, any court orders;
- benefit information including social insurance number, premiums or contributions, coverage information, date of birth, marital status, dependent information, medical information;
- performance information, including work history, performance reviews, discipline and related notes and memorandums, documentation related to job qualifications (professional or technical qualifications), internal competition information;
- other personal information as required or permitted by law.

### *Volunteers*

Surrey Christian School collects, uses and discloses personal information about volunteers for the purposes of recruiting volunteers and establishing and managing an effective volunteer program and for other purposes identified when the information is collected.

Set out below are some examples of personal information about volunteers collected, used and disclosed by Surrey Christian School:

- information collected, used and disclosed in the recruiting process including information on resumes and application forms (contact information, personal and professional history, qualifications) and information collected from any references;
- information related to the volunteer's services, including availability, schedule, duties, reviews, and related notes and memorandums and documentation related to volunteer qualifications (professional or technical qualifications);

Personal information about employees and volunteers (including photographs and biographical information) may also be collected, used and disclosed in the course of the school's activities including in publications such as yearbooks and newsletters, and websites.

Computer use and e-mail are monitored in accordance with the Computer, Internet and/or Email Policy and personal information is collected in the operation and maintenance of these systems.

Personal information about employees and volunteers may 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**

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, Surrey Christian School will take into account both the sensitivity of the personal information and the purposes for which Surrey Christian School will use the information. Consent may be express, implied (including through use of "opt-out" consent where appropriate), or deemed.

Most personal information is collected, used and disclosed for the purposes of establishing, managing and terminating the employment or volunteer relationship. In most cases, consent is not required. In other cases, consent will be sought or implied where it is reasonable to do so.

From time to time, Surrey Christian School may advise employees and volunteers of other purposes for which it will collect, use or disclose personal information, in which case the school will, if appropriate, obtain consent for collection, use or disclosure of that personal information.

#### **Principle 4 - Limiting Collection**

Surrey Christian School will limit the personal information collected to that information necessary for the purposes identified by the school.

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

Surrey Christian School 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?**

Personal information about employees and volunteers is used for the purposes identified under Principle 2.

If for any reason personal information is required to fulfill another purpose, the school will notify the employee or volunteer of that purpose.

Surrey Christian School may use anonymous information, such as information collected through surveys or statistical information about employees and volunteers to improve the school's operations.

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

Surrey Christian School 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.

Personal information about employees is disclosed to third parties for purposes related to the employment relationship, including to:

- government departments, bodies and agencies such as Canada Customs and Revenue Agency, Workers Compensation Board, Ministry of Education;
- financial institutions for payroll related purposes;
- insurance companies, benefit, group RRSP and pension plan administrators for enrolment in and administration of benefits, plans and claims;
- teacher certification information as per forms filed with the Ministry of Education;
- advisors to Surrey Christian School including accountants, lawyers and consultants;
- foundations and any related entities of Surrey Christian School as reasonably required by the operations of the school and the foundation and related entity;
- when required or permitted by law.

Personal information about volunteers may be disclosed for the purposes of establishing and managing an effective volunteer program and for other purposes identified when the information is collected. Information may also be disclosed when required or permitted by law.

The school does not sell, lease or trade information about employees and volunteers to other parties.

#### *Outside Service Suppliers*

At Surrey Christian School, the school sometimes contacts outside organizations to perform specialized services such as printing, payroll services, market research or data processing. For example, the school gives its photographer the information required to produce the annual staff photographs. Suppliers of specialized services are given only the information necessary to perform those services, and Surrey Christian School 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 an individual wishes to limit the sharing of personal information as permitted by law, the individual must submit to the Privacy Officer a written letter specifying which items of personal information are to be limited and to whom these items are to be restricted. The Privacy Officer will advise the individual whether the requested information can be restricted in the manner requested.

#### **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**

Surrey Christian School will take appropriate steps to ensure that personal information collected by Surrey Christian School is as accurate and complete as is reasonably required in connection with the purposes for which it was collected, used or disclosed. Employees and volunteers are responsible for providing up-to-date personal information to the school.

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

An individual may, upon written request to Surrey Christian School, request that the school correct an error or omission in any personal information that is under Surrey Christian School's control and the school 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**

Surrey Christian School will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

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



An employee's failure to abide by school policies may result in discipline, up to and including termination of employment. A volunteer's failure to do so may result in termination of the volunteer relationship.

#### *Employee Files*

Employee files are stored in secured filing cabinets. Access to personal information is restricted to authorized employees who have a legitimate reason for accessing it.

#### *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**

Surrey Christian School 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 Surrey Christian School.

### **Principle 9 - Individual Access**

Surrey Christian School 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?**

An employee or volunteer may access and verify any personal information with appropriate notice so that the office is able to supply the information required.

### **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.

## **STUDENT RECORD POLICY (AS ADOPTED FROM FISA)**

**Board confirmation date: April 28, 2014**

The purpose of this document is to define policy and to determine procedures for the collection of student information and its storage, use, disclosure, transfer and protection. Surrey Christian School is committed to ensuring that student records are handled in accordance with all legal requirements.

- 1) Policy Statements: The following policy statements are provided to inform all parties who collect, store, use, disclose, transfer and protect student information. Surrey Christian School will:

- a) Ensure that the lead administrator is responsible for the establishment, security and maintenance of the student record and student file (as defined in this policy) for each student registered in the school according to the procedures defined in this policy.
- b) Only collect, use or disclose personal information with the consent of the individual student or legal guardian, unless otherwise authorized under PIPA.
- c) Require on an annual basis all parents to authorize the collection of the individual student's personal information (see registration and re-enrollment forms).
- d) Only collect, use or disclose personal information for purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes disclosed by the school or are otherwise permitted under PIPA.
- e) Secure student records and student files with access within the school authority restricted to those individuals who, by the nature of their work, are required to have access to the information.
- f) Provide access to personal information about an individual student to the individual student (if capable of exercising PIPA rights), and to a parent or legal guardian of the individual student during school hours and under the supervision of the lead administrator or designate.
- g) Subject to legal requirements, ensure that personal information will be retained only for the period of time required to fulfill the purpose for which it was collected.
- h) Inform parents that concerns, complaints and questions about personal information handling policies and practices of the school authority may be directed to the school's Privacy Officer by calling the school office.

## 2) Definitions and Student Record Components

- a) Elements of the Student Record:
  - i) The Permanent Student Record (PSR), as defined in the Students Records Order (I 1/07):
    - (1) Form 1704, PSB 048 (revised 1997) completed according to the Permanent Student Record Instructions that are effective at the time of completion; and
    - (2) student Progress Reports for the two most recent years or an official transcript of grades;
  - ii) all documents listed as inclusions on Form 1704 (see 3.b below);
  - iii) Form A, verifying the information about the student's parent or guardian in respect of students eligible for funding (see Appendix I);
  - iv) a copy of the student's current Student Learning Plan, if any; and
  - v) a copy of the student's current Individual Education Plan (IEP), if any.
- b) Permanent Student Record (Form 1704) Inclusions:
  - i) The following inclusions must be listed on Form 1704, including document date, title and expiry date or date rescinded (if applicable), and copies of the documents listed must be filed with the PSR:
    - (1) health Services information as indicated by the medical alert checkbox, such as diabetes, epilepsy, anaphylaxis producing allergies, and any other condition which may require emergency care;
    - (2) court orders as indicated by the legal alert checkbox;
    - (3) other legal documents, e.g. name change or immigration document;
    - (4) support services information (e.g. psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities)
    - (5) current IEP and/or Case Management Plan (CMP) where applicable; and
    - (6) notification of a student being home schooled.

- ii) The following inclusions may be listed on PSR Form 1704, including document date, title and expiry date or date rescinded (if applicable) and if listed, copies of the documents must be filed with the PSR:
  - (1) records of information which an educator deems relevant and important to the educational program of the student;
  - (2) award information; and
  - (3) standardized test scores (if deemed relevant and important to the educational program of the student).

If the above optional inclusions are NOT listed on PSR Form 1704, then they may be included in the Student File (see section 2.c.(8) below).
- c) Student File
  - i) Additional items must (see section 2.c.i.1 below) or may (see section 2.c.i.2-8 below) be included in the school's student records as part of the Student File. These items include:
    - (1) Student eligibility information (required):
      - (a) legal name of child – verify the original and file a photocopy or scanned copy of birth certificate or similar legitimate identification document;
      - (b) official name(s) of parent(s) or guardian(s) with home and work contact information; and
      - (c) verification that parent/guardian is legally admitted to Canada and a resident of BC (see Appendix I, Form A, used to collect this information);
    - (2) Care Card number;
    - (3) emergency contact numbers;
    - (4) doctor's name and contact information;
    - (5) previous student progress reports (other than the two most recent years required in the PSR);
    - (6) serious discipline reports (e.g. copies of letters to parents/guardians regarding discipline matters and corrective actions taken);
    - (7) reports of important meetings/discussions relating to the student; and
    - (8) standardized test scores, records of information which an educator deems relevant and important to the educational program of the student, and award information IF NOT listed as inclusions on the PSR (see section 3.b above).
  - d) Sensitive Student Information. This may include information which by its nature requires that school staff observe a high level of confidentiality. Examples include:
    - i) psychiatric reports;
    - ii) family assessments;
    - iii) referrals to or reports from school arranged counselling services; or
    - iv) record of a school-initiated report of alleged sexual or physical abuse made to a child protection social worker under section 14 of the Child, Family and Community Service Act.
- 3) Procedures
  - a) The lead administrator or designate will be responsible for:
    - i) updating the PSR Form 1704 as information changes and the student progresses through the system;
    - ii) ensuring that electronic copies of documents are stored on a server in a physically secure location. If information is accessed through the internet, an encrypted connection (<https://>) must be established before authenticating. Access is restricted to those employees (such as designated records clerks, administration, teachers, and counsellors) who, by the nature of their

- work, are required to have access; and
- iii) ensuring that the school authority takes necessary precautions to safeguard against deprecated or obsolete forms of storage. The electronic storage of PSRs and other personal information requires the school authority to have an adequate backup plan and recovery strategy for potential hardware failure and database corruption.
- b) Student Record and File Retention
- i) Student Records – Active Students
    - (1) Student records are locked in fireproof cabinets. Access is restricted to those employees (such as designated records clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.
    - (2) The school authority protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks.
    - (3) The lead administrator or designate will regularly review student records to ensure that the information is current and complies with legal requirements. *Required inclusions must be listed on the PSR.*
  - ii) Student Records – Inactive Students
    - (1) Unless another school requests a student record (see section 6 below), the school authority archives student records for 55 years after a student has withdrawn and not enrolled in another K-12 school, or graduated from the school.
    - (2) The archived student records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the lead administrator or designate.
    - (3) The designated records clerk keeps a record of student records that are destroyed (shredded) after 55 years.
  - iii) Student Files – Active Students
    - (1) Student Files are locked in cabinets in each school. Access is restricted to those employees (such as designated records clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.
    - (2) The school authority protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks.
    - (3) The lead administrator or designate will regularly review student files to ensure that the information is relevant and important to the educational program of the student.
  - iv) Student Files – Inactive Students
    - (1) The school authority archives student records for 55 years after the student has withdrawn and not enrolled in another K-12 school, or graduated from the school.
    - (2) The archived student records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the administration or designate.
    - (3) The lead administrator or designate is responsible for determining the relevancy of the contents in Student Records before being archived.
- c) Currency of Student Records:
- i) Student eligibility information (see Appendix I) will be updated during student registration each year.
  - ii) As stated above, the lead administrator or designate will regularly review student records and student files to ensure that the information is current and complies with legal requirements.
- d) Security of Student Information Off Campus

- i) The lead administrator is responsible for ensuring that personal information taken off campus is safely stored and that personal information is protected.
  - e) Handling of Sensitive Student Information
    - i) Access to sensitive student information is restricted to the lead administrator or a person or persons authorized by the lead administrator to access such information.
    - ii) The lead administrator or designate will obtain parental consent (written, dated and signed) for the collection, use and disclosure of sensitive student information, including psychiatric reports and family assessments, and will store these as highly confidential documents with restricted access.
    - iii) Sensitive student information will only be disclosed or transferred in accordance with the law.
    - iv) The lead administrator is responsible for ensuring that school initiated reports under section 14 of the *Child, Family and Community Service Act* are retained only for the purpose of child protection proceedings and that information is not disclosed to third parties or transferred to other schools. Such reports are strictly confidential and should only be stored where the lead administrator or designate can access them.
- 4) Use of Student Personal Information
  - a) The school authority may use an individual student's personal information for the following purposes, assuming that the school has disclosed such purposes to the individual student verbally or in writing on or before collecting the personal information:
    - i) To communicate with the student and/or the student's parent or legal guardian, to process a student's application, and to provide a student with the educational services and co-curricular programs provided by the school authority.
    - ii) To enable the authority to operate its administrative function, including payment of fees and maintenance of ancillary school programs such as parent voluntary groups and fundraising activities.
    - iii) To provide specialized services in areas of health, psychological or legal support, or as adjunct information in delivering educational services that are in the best interests of the student.
- 5) Access to and Disclosure of Student Records
  - a) A student (capable of exercising PIPA rights) and a parent/legal guardian of a student is permitted (unless restricted by a court order) to:
    - i) Examine the student record and student file kept by a school authority pertaining to that student, while accompanied by the lead administrator or designate to interpret the records; and
    - ii) Receive a copy of any student record upon request. The school authority reserves the right to recover the direct cost of copying records.

An entitled person may access and verify personal information in the student record and student file pertaining to the particular student with appropriate notice to the school administration. Access will be provided during school hours.
  - b) Access to a student record or student file will only be granted, upon assurance of confidentiality (with consent), to professionals who are planning for or delivering education, health, social or other support services to that student. Consent will be obtained in writing, listing the name and date of birth of the student, the name and signature of the parent/guardian, and the date of the request.
  - c) When applicable, graduating students will be provided with interim and/or final transcripts for Grades 10, 11 and 12 courses when graduating, and upon future request of the graduate. Copies will be mailed directly to institutions of higher learning or as requested by the graduate. The school authority reserves the right to assess a reasonable fee for transcript requests.
  - d) In the case of a request for personal student information from separated or divorced parents, the

school authority will be guided by the legal custody agreement, a copy of which should be provided to the lead administrator. In cases where the lead administrator is unsure if the non-custodial parent is entitled to access personal student information, the school's legal counsel will be consulted for a recommendation.

6) Transfer of Student Records

- a) On receipt of a request for student records from a school, a Board of Education, or an independent school authority from within British Columbia where the student is (or will be) enrolled, the school authority will transfer that student's PSR (including declared inclusions), the current Student Learning Plan (if any), and the current IEP (if any) to the requesting institution. The school authority will retain a copy of the PSR, indicating the school where the records have been sent and the date of the student record transfer.
- b) If the requesting institution is outside British Columbia, a photocopy of the PSR will be sent (including declared inclusions), along with the current Student Learning Plan (if any), and the current IEP (if any).
- c) Requests for a student's record from a public school require that the public school administration provide a copy of the PSR (including declared inclusions) and current Student Learning Plan (if applicable) and IEP (if applicable) to the independent school authority. The original PSR must be retained by the public school.
- d) The school authority will only transfer sensitive, confidential information (e.g. psychiatric assessments) after dated and signed parent/guardian consent has been obtained.
- e) The school authority will not transfer a record of a Section 14 Child, Family and Community Service Act report of alleged sexual or physical abuse made to a child protection social worker.
- f) A summary of a former student's school progress may be provided to prospective employers, at the written request of a former student. The school authority reserves the right to assess a fee for this service.
- g) A student record will be reviewed when a student transfers. The lead administrator will ensure that the documents listed as inclusions are still required inclusions (eg. not expired or rescinded) or still deemed to be relevant and important to the educational program of the student. Expired, rescinded, or irrelevant inclusions will be removed from the Student Record and the documents themselves will be shredded.

**List of Appendices:**

- A. Appendix 1: Form A – Status of Parent/Guardian (Admission to Canada and Residency)
- B. Appendix 2: Links to information on Student Record legislation:
  - i) [PIPA](#)
  - ii) [Independent School Act \[RSBC 1996\] Chapter 216](#)
  - iii) [Independent School Regulation](#)
  - iv) Student Records Order: <http://www.bced.gov.bc.ca/legislation/schoollaw/k/i1-07.pdf>
- C. Appendix 3: Links to Student Record Policy:  
[Student Records – Requirements and Best Practice Guidelines for Independent Schools, June 2012](#)
- D. Appendix 4: Link to the Child, Family and Community Service Act:  
[http://www.bclaws.ca/EPLibraries/bclaws\\_new/document/ID/freeside/00\\_96046\\_0](http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96046_0)

**VOLUNTEER POLICY**

**Board confirmation date: April 28, 2014**

- 1) Rationale

- a) Volunteers within the school will provide additional human resources which will improve instruction and provide valuable support for teaching staff.
  - b) Volunteer assistance must be of benefit to the school. It is hoped that they would receive value and satisfaction as well.
- 2) Recruitment, Orientation and Training
- a) Volunteers will be asked to commit themselves to assisting only after they have had an opportunity to visit the school, discuss roles and have their questions answered.
  - b) All regularly scheduled volunteers are required to undergo a Criminal Record Check.
  - c) Volunteers must be made aware that they are to maintain the confidence placed in them so that no information of specific pupils or problem situations be related outside the school.
- 3) Discipline by Volunteers
- a) Volunteers are acting on behalf of the school, under the direct supervision of the teachers and in this capacity they should report any discipline problems to the teacher.
  - b) On field trips or in situations where the teacher is not immediately accessible, a volunteer should provide firm direction to the students in his/her charge and explain the situation to the teacher as soon as possible.
  - c) Pupils should be made fully aware that a volunteer is in a supervisory position and that common courtesy and good behavior are expected of the students.
- 4) Guidelines for Teachers Using Volunteers
- a) Acquaint the volunteer with other teachers, custodian, school secretary and those with whom there will be contact.
  - b) Help the volunteer become familiar with the classroom and all teaching aids and materials that are available for use.
  - c) Get to know the volunteer as a person. Establish a relationship whereby effective communication can be carried on at all times.
  - d) Introduce the volunteers and establish their position and role with them.
  - e) Ease the volunteers into the jobs in which they seem comfortable.
  - f) Volunteers must have a fairly clear idea of what is expected of them and how they are doing.
  - g) Volunteers should not be left alone in charge of the class.
  - h) If a volunteer is not needed on a particular day, contact them in advance.
- 5) Guidelines for Adult Volunteers
- a) A volunteer is not necessarily assigned to their own child's class.
  - b) A volunteer should not publicly discuss any confidential information they are exposed to during their volunteer time.
  - c) In case of absence, volunteers should notify the school as soon as possible.
  - d) Volunteers will work under the supervision and guidance of the teacher.
  - e) The volunteer should become familiar with school routines.
  - f) Volunteers will have no access to school records.
  - g) A volunteer may not evaluate a pupil's progress.
  - h) Volunteers should follow student dress code as found in the [student handbook](#).
  - i) The volunteer is guided at all times by school policy.

## STAFF

### TEACHER CONTRACT

[Click here](#) to download a copy of the Teacher Contract.

## SUPPORT STAFF CONTRACT

[Click here](#) to download a copy of the Support Staff Contract.

## HIRING POLICY

**Board confirmation date: April 28, 2014**

The goal of SCS is to hire the best faculty and staff possible.

- 1) Preference should be given to teachers who are graduates of a Christian college or university.
- 2) The college/university scholastic records of the teacher should be obtained and examined together with student teaching reports.
- 3) The teacher must be a committed Christian who subscribes to the constitution of SCS including the appendix "Our World Belongs to God".
- 4) Major/minor preferably matches teaching needs.
- 5) It is to be preferred that we hire experienced teachers. Where the teacher already has teaching experience, the references of former employers should be evaluated.
- 6) The teacher should be:
  - a) competent in subject area/grade level and able to integrate faith and learning
  - b) effective in discipline
  - c) able to establish good relationships with colleagues, students and parents of students.
  - d) attentive to parents' viewpoints, concerns and questions
  - e) willing to consult principal and other staff members if/when problems arise
  - f) in good physical health as certified by a physician
  - g) willing to accept conditions of employment policy and contract
  - h) committed to ongoing professional growth according to the guidelines found in the teacher contract

To establish some of the answers to the above requirements it is desirable for the administration to have an interview with the prospective teacher, either in person, or by means of internet-based audio/video communication. A conference-type telephone interview will be a last resort.

Reference checks should be conducted on all prospective hires.

## TEACHER EVALUATION POLICY

**Board confirmation date: April 28, 2014**

The superintendent of the Surrey Christian School Society is responsible for the evaluation of teachers employed by the Society. Teachers will be evaluated in order to improve the quality and the direction of the instruction provided for students and to encourage professional growth and development. It is recognized that people learn best from critique, affirmation or prescription, when presented in secure and flourishing environments.

- 1) Purpose: The primary purposes of the teacher evaluation policy are to
  - a) encourage the growth of a Christian community of learning in the school



- b) enable teachers to identify their contributions to the school community
  - c) assist teachers in discovering the strengths and weaknesses of their pedagogy, and to encourage professional and personal growth
  - d) note the appropriateness of the teacher's assignment and provide information for deciding permanent certification, promotion, transfer, or dismissal
  - e) determine whether teachers are implementing the school's vision in their curriculum, methodology and assessment
  - f) protect the interests of the school board and school society
- 2) Guidelines:
- a) Evaluation of teachers shall be carried out by the principal or an assigned designate who supervises the teacher.
  - b) Self-evaluation is considered to be an essential part of teacher evaluation. In every way possible teachers should be empowered to take ownership of their professional growth.
  - c) Formative assessment emphasizes encouragement and support in the day-to-day activities of teaching. It is an ongoing process of consultation and assistance and is comprised of mutual discussion, self-evaluation, and a plan for professional growth and development. Formative assessment includes activities such as grade level meetings, department meetings, curriculum development, peer classroom visits, mentoring, goal setting, professional development, journaling, student questionnaires, parent feedback, program review, developing biblically based curriculum, and visits by the superintendent.
  - d) Summative evaluations will occur at regular intervals and are cumulative assessments of teachers' pedagogy and their professional and personal qualities as these relate to teaching. Summative evaluations will be submitted by the principal or designate for
    - i) first time teachers in their first, second and fourth year of employment with the school, and subsequently every fourth year of consecutive employment
    - ii) experienced teachers new to the school in their first and fourth year of employment, and subsequently every fourth year of consecutive employment
  - e) The superintendent or teacher may request additional summative evaluations.
- 3) Procedures
- a) Formative Assessment for Professional Growth and Development: Formative assessment involves
    - i) teachers setting goals annually, prior to the beginning of the school year (i.e. professional growth plans)
    - ii) early in the year, preferably prior to the beginning of the school term, the principal or designate will meet with teachers to discuss and refine goals and develop an assessment plan
    - iii) classroom visits and discussions with principal and/or peers are held for the purpose of mutual sharing and self-evaluation
    - iv) the principal or designate will meet with each teacher to discuss overall performance and consider priorities during the year and place a signed summary in teachers' file
    - v) teachers may choose to place relevant written information in the school's personnel file
    - vi) cataloguing attempts to implement the school's vision
    - vii) cataloguing various professional development activities
  - b) Summative Evaluation: Each summative evaluation will include
    - i) an explanation to teachers of the criteria and documents to be used during the evaluation
    - ii) an initial conference to discuss the process, invite teacher reflection, and to set a timeline
    - iii) classroom visits, scheduled as well as unscheduled
    - iv) mutual discussion after visits, incorporating teacher's self-evaluation

- v) discussion of a draft report, including recommended goals and teacher response
  - vi) an oral summary of the evaluation report is shared with the Superintendent
  - vii) a signed, written report is placed in the school's personnel file
  - viii) space will be provided for the teacher to state any disagreements or qualifications
- c) Criteria
- i) planning and preparation
  - ii) classroom community
  - iii) instruction
  - iv) professional responsibilities
  - v) Christian worldview
- d) Remedial Process: When a teacher is having difficulty meeting the criteria, the principal shall
- i) identify deficiencies and, in writing, communicate such to the teacher
  - ii) make the teacher aware of resources and personnel available to assist in making changes such as: fellow teachers, principal, coordinators, consultants, courses, workshops etc.
  - iii) in consultation with the teacher, develop a written growth plan to address deficiencies including support measures and resources
  - iv) determine, in consultation with the teacher, a reasonable time frame in which desired changes will occur
  - v) re-evaluate the teacher addressing previously identified deficiencies
  - vi) where the learning situation is deemed "less than satisfactory", terms such as "fair" and "poor" will indicate situations which are less than satisfactory
- e) Maintenance of Records
- i) Teacher files will be kept at the school under the supervision of the principal.
  - ii) Teachers will have access to their own file.
  - iii) Teacher files are to be kept confidential and are usually accessible only to the superintendent, the principal and teacher. The teacher and the evaluator will sign summative evaluation reports. The teacher will receive a copy of this report and any other documents added to the file. Each document should be dated. File maintenance requires the periodic removal of dated material.
- f) Evaluation Appeal Process:
- i) The teacher may appeal an evaluation report by submitting a written request to the superintendent with a copy to the principal within ten days of receiving the report. The request shall also specify the substance of the appeal.
  - ii) Within fifteen days of receiving the appeal, the superintendent shall meet with the teacher. This may include all or any of the following:
    - (1) review of teacher's file
    - (2) conduct an additional evaluation allowing for the possibility of a mutually acceptable evaluator
    - (3) review the process used to evaluate the appellant
    - (4) outline appropriate alternatives for the teacher
- g) Termination Procedures: Where teacher deficiencies have been identified, the above remedial process has been followed, and teacher performance remains less than satisfactory, termination of employment may be necessary. The ultimate responsibility for teacher dismissal rests with the superintendent.
- i) The superintendent must be assured that the remedial process has been followed.
  - ii) The superintendent, mindful of policy issues (i.e. notification dates etc.), shall inform the teacher in writing of the decision.

- iii) The teacher has access to the dispute resolution procedure as outlined in the Dispute Resolution Policy (Staff).
- iv) If a teacher is dismissed because of incompetence, lifestyle concerns, the conviction of a criminal act etc., the superintendent must report, in writing, to the body that issued the teaching certificate, either the Inspector of Independent Schools or the Teacher Regulation Branch (TRB). If the TRB is notified, a courtesy copy should also be sent to the Inspector of Independent Schools.
- h) Copies of Evaluation Policy: Copies of this evaluation policy will be available to teachers, parents, society members and the Ministry of Education.

## ADMINISTRATIVE EVALUATION AND REVIEW POLICY

To be developed.

## LEAVE OF ABSENCE POLICY (SCSBC/CPABC/CTABC)

**Board confirmation date: April 28, 2014**

The Leave of Absence Policy is divided into two major sections: a *deferred salary leave plan* and an *unpaid personal leave plan*. The purpose of this policy is to encourage and enable employees of Christian schools to take leave of their teaching and other responsibilities for a period of up to one year with or without pay. Individual reasons for such leave are varied: the need for renewal, change or professional growth, one's commitment to life-long learning and wisdom gathering, or a desire to travel and to share unique learning experiences with one's family or others. From a community perspective, administration recognizes the inherent value to the school in the learning which can arise from a leave of absence. In all cases, it is considered that such a leave will be beneficial for both the employee and the school community. The deferred salary leave plan outlined below constitutes a "prescribed plan or arrangement" as defined in section 6801 of the Income Tax Regulations. However, individual and school boards using, adopting or amending this policy may wish to pursue tax advice particular to their own circumstances.

- 1) Eligibility
  - a) Any full time (defined as 0.7 FTE or greater) teacher or administrator, excluding substitute teachers, who:
    - i) has a minimum of one year of service with the school prior to application for salary deferral, and
    - ii) at the time of the commencement of the leave will have been employed no less than five years at the school
    - iii) has a minimum of five years of service with the school prior to application for unpaid personal leave
  - b) The school reserves the right to allow any employee (i.e. part time, support staff, others) to participate in this plan.
  - c) Participation in the deferred salary leave plan cannot be retroactive. Those involved cannot pay into the plan in order to gain leave at an earlier date.
- 2) Cost of the Plans
  - a) It is the underlying principle that as the result of the implementation of either the *deferred salary* or the *unpaid personal leave* plan there will be no additional cost to the school.
- 3) Application
  - a) Any employee wishing to take a leave of absence must make a written application to the superintendent on or before April 1 in the school year preceding the one in which a deduction in salary is to begin.
  - b) Final approval of each application for a leave of absence shall rest solely with the superintendent who shall use the following guidelines:

- i) recommendation of the superintendent
  - ii) seniority at the school
  - iii) seniority in years spent teaching
  - iv) furthering education
  - v) deemed mutual benefit to the participant and the school community
  - vi) extenuating circumstances
- c) Decisions of the superintendent are final.
  - d) The superintendent shall advise each applicant by May 15 of the year of the application as to whether the application has been approved or not.
  - e) The leave of absence shall occur according to, and be governed by, any relevant terms and conditions of contract between the employee and the school, as per the contract of employment.

#### **Part A – Deferred Salary Leave Plan**

##### 1) Description

- a) The purpose of the deferred salary leave plan is to afford employees the opportunity to take a leave of absence with pay by deferring a portion of annual salary to the year of leave. To qualify for this plan the leave of absence must be not less than six (6) consecutive months and up to a maximum of twelve (12) consecutive months.
- b) Every effort has been made to ensure that the deferred salary leave plan outlined below constitutes a “prescribed plan or arrangement” as defined in section 6801 of the Income Tax Regulations. However, individual schools using, adopting or amending this policy may wish to pursue tax advice particular to their own circumstances. In particular, school boards should consult the advanced tax ruling, “ATR-39 Deferred Salary Leave Plan”, March 11, 1991.
- c) A “prescribed plan or arrangement” differs significantly from a simple salary deferral in that the prescribed plan allows a reduction in taxes paid throughout the deferral and leave years. That is, amounts which have been deferred will not be included in the employee’s income in the year they are earned but will be included in income in the year paid (the leave period).

##### 2) Deferral of Salary

- a) Employees may defer a maximum of one third of their salary, including allowances for the duration of the plan, the percentage being determined by the employee.
- b) Successful applicants to the *deferred salary leave plan* must sign a Memorandum of Agreement before the commencement of deductions.
- c) Salary deductions shall commence effective the first day of the upcoming school (fiscal) year.
- d) For each year during the period chosen, the participant shall receive his/her regular salary and benefits, less the percentage deferred as specified in the Memorandum of Agreement.
- e) The funds withheld may be invested or used as determined by the school board. Accrued interest earned on the deferred amounts will be paid to the participant’s account on December 31 of each year and on the final day of the leave of absence. The interest rate shall be set at *prime rate minus ¼%* at the school’s lending institution.
- f) The treasurer of the school shall make an annual report to each participant under this plan as to the amount of deferred salary with interest on account. The annual report shall be made no later than June 30<sup>th</sup> for each year of participation in the plan.
- g) The salary paid to a participant during the leave of absence shall be based on the funds retained by the board in accordance with clauses 2a, 2e and 2f minus any amounts required by law to be paid by the board for or on behalf of the employee.

### 3) Leave of Absence

- a) The leave of absence is to be taken in the year immediately following the deferral years, as per the Memorandum of Agreement, unless the leave itself is deferred by mutual agreement. The leave must commence no later than six (6) years after the deferral commences. (cf. Section 4 of Part A)
- b) The participant shall return to work after the leave of absence for a period equal to the leave of absence.
- c) The manner of payment to the participant during the leave of absence shall be in twelve (12) monthly installments. In no event shall payments be more frequent than monthly.
- d) Benefits
  - i) During the year of leave, CPP and Pension Plan contributions shall continue to be paid both by the board and by the participant.
  - ii) During the deferral years, CPP premiums shall be paid net of the deferred amounts. During the leave period, CPP premiums shall be paid on the deferred amount.
  - iii) EI premiums are to be based on the participant's gross salary before deferrals during the period of deferral. No premiums are to be withheld from the deferred amounts when paid to the participant during the leave period.
  - iv) The participant may continue to make regular health care contributions through payroll deductions upon request in the Memorandum of Agreement. In the year of the leave, premiums will be 100% funded by the employee, save those required to be paid by the board, by law.
  - v) The participant may continue to participate in the school's extended benefit programs:
    - (1) If application for continuation of coverage is accepted by the school's insurance carrier. (The participant is responsible for obtaining, completing, and mailing an "application for continuation of coverage" form in the year prior to the commencement of the leave.)
    - (2) If the participant funds the program during the leave period.
  - vi) The board will maintain applicable coverage as specified in sections 3.d.i to 3.d.v for the participant during the leave provided the participant assumes his or her share of the costs for those benefits.
  - vii) The year of leave shall be counted as a year of pensionable service because the participant continues to contribute as normal, however it will not count as a year of teaching experience for the purpose of a salary increment.

### 4) Deferral of Leave

- a) If the school is unable to obtain a suitable replacement for the period of the leave of absence as specified by the participant, the school and employee may, by mutual agreement, defer the leave of absence for one school year as long as this does not run contrary to Income Tax Regulation 6801. In such a case, the participant may choose to remain in the plan or may withdraw from the plan. In the case of withdrawal from the plan the school shall pay to the participant the deferred compensation amount including interest in one lump sum payable within sixty days of such withdrawal.
- b) By giving notice of such intent, a participant may defer his or her leave of absence for a maximum of one year, subject to superintendent approval. Such notice must be given six months prior to the date the leave was to be taken. Under no circumstances shall such a delay cause the deferral period to be in excess of six years.
- c) The participant may continue to defer the percentage of salary stipulated, or may receive the regular salary, throughout the extended period prior to the leave.

### 5) Return from Leave

- a) Upon resumption of duties, the school shall:
  - i) In consultation with the administrators, return all non-teaching staff to a position comparable in designation and classification to the one occupied prior to the leave.

- ii) Assign to a teacher a position that, in the judgment of the school, after consultation with the school administrators, will best suit the program and staffing needs for that year. Due consideration will be given to the particular teacher's academic and professional training, to experience, and to competencies when deciding the assignment.
  - b) A participant must resume employment following the leave for a period of time not less than the leave of absence.
- 6) Withdrawal from the plan
- a) A participant who ceases to be employed by the school must withdraw from the deferred salary leave plan.
  - b) Should a participant die, the school shall within sixty days of receipt of notification of such death, pay the deferred amount including interest earned, to the participant's estate.
  - c) With the consent of the school, a participant may withdraw from the plan at any time prior to April 1<sup>st</sup> immediately preceding the school year in which the leave of absence is scheduled to occur.
  - d) Within sixty days of the effective date of withdrawal the school shall pay to the withdrawing participant the deferred amount.
- 7) Termination of Amendment of the Plan
- a) The school may rescind or amend the terms of this plan at any time, however changes shall not detrimentally affect the participants who are already on the plan at the time of rescission or amendment.

#### **Part B – Unpaid Personal Leave Plan**

- 1) Description
- a) The purpose of the unpaid personal leave plan is to afford employees the opportunity to take a leave of absence without pay for up to one year.  
NOTE: This policy is not intended to address the salary details of a paid sabbatical leave, though the non-salary issues outlined below may be useful to schools and their employees.
- 2) Leave of Absence
- a) Under normal circumstances, the participant shall return to work after the leave for a period not less than the leave of absence, unless consent is granted by the school.
  - b) Benefits
    - i) During the year of leave, as there is no salary, compensation or active work, there are no applicable EI, CPP, or Pension Plan contributions, as in non-leave years.
    - ii) The participant may continue to make regular health care contributions through payroll deductions upon request in the Memorandum of Agreement. In the year of the leave premiums will be 100% funded by the employee, save those required to be paid by the school by law.
    - iii) The participant may continue to participate in the school's extended benefit programs
      - (1) If application for continuation of coverage is accepted by the school's insurance carrier. The participant is responsible for obtaining, completing, and mailing an "Application for Continuation of Coverage" (or equivalent) form in the year prior to the commencement of the leave.
      - (2) If the participant funds the program during the leave period.
    - iv) The school will maintain applicable coverage as specified in section 2.b.i to section 2.b.ii for the participant during the leave provided the participant assumes his or her share of the costs for those benefits.
- 3) Deferral of Leave

- a) If the school is unable to obtain a suitable replacement for the period of the leave of absence as specified by the participant, the school and employee may, by mutual agreement, defer the leave of absence for one school year.
- 4) Return from Leave
  - a) Upon resumption of duties the school shall
    - i) Return all non-teaching staff to a position comparable in designation and classification to the one occupied prior to the leave
    - ii) Assign to a teacher a position which, in the judgment of the school, will best suit the program and staffing needs for that year. Due consideration will be given to the particular teacher's academic and professional training, to experience, and to competencies when deciding the assignment. A teacher who is unable to accept the designated teaching assignment following the year of leave shall have the right to withdraw from the contract of employment provided standard notice is given to the school's administration.
- 5) Withdrawal from the Plan
  - a) With the consent of the school, a participant may withdraw from the plan at any time prior to April 1 immediately preceding the school year in which the leave of absence is scheduled to occur.
- 6) Termination or Amendment of the Plan
  - a) The school may rescind or amend the terms of this plan at any time, however, changes shall not detrimentally affect the participants who are already on the plan at the time of rescission or amendment.

Appendix A – Memorandum of Agreement [\(post to hidden page on website and provide a link here\)](#).

Appendix B – Application for Leave of Absence [\(post to hidden page on website and provide a link here\)](#).

## DISPUTE RESOLUTION POLICY (STAFF)

**Board confirmation date: April 28, 2014**

The Board, Staff and Administration of Surrey Christian School recognize the benefits of a neutral, time efficient intermediary forum to deal with issues that may arise between the Board, Administration, and Staff. The person having the dispute may request a hearing with the Superintendent if the dispute has been unresolved via the principal first.

The person requesting the hearing shall notify the Superintendent in writing requesting a hearing and briefly outlining the nature of the dispute.

The Superintendent shall:

- 1) Provide an opportunity for the person requesting the hearing to present their concerns to the Superintendent in person and attempt to resolve the dispute informally.
- 2) Convene a meeting between those involved in the dispute if step 1 is not successful. The Superintendent shall provide a copy of the written request for a hearing to all those involved in the dispute. This meeting shall normally be held within 2 weeks of receipt of the written request.
- 3) Allow those involved in the dispute to present their concerns and then make a recommendation to them about how to resolve the dispute. Such recommendations shall not be binding but shall assist in finding a way to a fair and just way to reach a resolution.
- 4) Direct the person to bring their concerns to the Board if unable to resolve the matter through this process.

It is understood that the procedure shall be completely confidential. No one not involved in the dispute shall be made aware of any of the persons or matters involved. It is further understood that any offers of resolution made during this proceeding are made only for this proceeding and cannot be used in any other proceeding should this proceeding not result in a resolution.

#### DISPUTE RESOLUTION POLICY (PARENT/TEACHER)

**Board confirmation date: April 28, 2014**

Should a dispute, misunderstanding or conflict arise between a parent and a teacher at Surrey Christian School, the following procedures should be followed in order to resolve the situation.

- 1) Parent-Teacher: The parent and teacher will be encouraged to have a face to face meeting in order to discuss the situation and bring some resolution to the matter. Under normal circumstances, if the school administration is contacted regarding the dispute, they will not discuss the situation with the parent but rather encourage the meeting to take place between the parent and teacher as soon as possible.
- 2) Parent-Teacher-Principal: Should the parent or teacher not be satisfied with the outcome of that meeting, they should inform the principal of the situation as soon as possible. The principal will make arrangements for a meeting to be held between the parties and the principal at everyone's earliest convenience. A further attempt will be made to resolve the issue.
- 3) Parent-Teacher-Superintendent: Should the parent or teacher not be satisfied with the outcome of this meeting, an appeal should be made to the Superintendent in writing as soon as possible.
- 4) Parent-Teacher-Board:
  - a) The Board will appoint an ad hoc committee to hear the matter and attempt to resolve the issue. This committee will report the outcome to the Board. Board members should not be appointed to this committee.
  - b) Should resolution not be attained, the Board will convene a meeting of the parties and the full board and attempt to resolve the matter.
- 5) Parent-Teacher-SCSBC: If the matter is not resolved at this level, the Board will inform the Society of Christian Schools in BC in writing and ask for the appointment of a Mediation and Arbitration committee to consider the matter. The SCSBC may appoint its Ombudsman to oversee the matter.

#### MILEAGE AND OUT-OF-POCKET EXPENSE POLICY

**Board confirmation date: February 22, 2016**

- 1) Personal Vehicle Usage – Mileage Reimbursement
  - a) Employees should only use their personal vehicles for Surrey Christian School (the school) business when authorized to do so.
  - b) An expense report (travel reimbursement form) must be submitted, signed by the supervisor (campus principal/Director of Educational Support Service/Superintendent) authorizing the travel and detailing the date of travel; travel destination; number of kilometers traveled and the reason for travel.
  - c) Upon submission of an expense report, mileage reimbursement for school related travel will be paid separate from payroll at \$0.45 per kilometer.
  - d) Traffic violation tickets obtained are the sole responsibility of the employee.
  - e) Mileage will be reimbursed for personal vehicle use where the school is requiring an employee to attend an offsite activity event and that employee's personal vehicle is required for said attendance.



- 2) Out-of-Pocket Expenses
  - a) All school approved purchases should be paid directly by the school utilizing cheques, petty cash or school credit cards.
  - b) A cheque requisition must be submitted PRIOR TO THE PURCHASE BEING MADE, along with all invoices and receipts, signed by the supervisor authorizing the payment of the expense and detailing the reason for the purchase.
  - c) Upon requisition approval, payment will be made separate from payroll.
  - d) With the **authorization** of their supervisor, an employee may choose to purchase items for the school use with their own money and be reimbursed by the school following the procedures of (2b) above.

## MEDIATION AND ARBITRATION POLICY (SCSBC 1997 – REV.02/2000)

**Board confirmation date: April 28, 2014**

- 1) Statement of Principle
  - a) Christians should be reconciled to one another when disputes of any nature arise between them (Matthew 5:23, 24; 6:9-15; 18:15-22; 2 Corinthians 5:11-6:10).
  - b) Scripture encourages Christians not to bring lawsuits against one another in a secular court of law (1 Corinthians 6:1-8).
  - c) Christian should resolve their disputes in the context of the Christian community (Matthew 18:15-22; Romans 12; 1 Corinthians 12:12-31; Ephesians 4:11-16; Philippians 2:1-11).
- 2) Mandate
 

The mandate of the Society of Christian Schools in British Columbia Mediation and Arbitration Committee is to:

  - a) resolve disputes that arise in the schools through the application of a biblically sound dispute resolution process that encourages the just, speedy and inexpensive resolution of disputes in accordance with scriptural principles
  - b) educate and inform its members so that they can fulfill this mandate
- 3) Structure of the Committee
  - a) The board of directors of the Society of Christian Schools in British Columbia shall appoint a three person committee (the "Committee") to carry out and direct the mediation and arbitration of disputes in the schools pursuant to this policy. The members of the Committee should preferably have some expertise or experience in dispute resolution. The Committee shall, unless the board otherwise determines, consist of a Society of Christian Schools in British Columbia board representative, who shall be the chairman of the Committee, a Christian Teachers Association representative and a member at large representative. Each member of the Committee shall be appointed to a three (3) year term and may be reappointed for a second three (3) year term.
  - b) The board of directors of the Society of Christian Schools in British Columbia shall also appoint twelve persons as reserve members of this Committee. The reserve members of the Committee should preferably have some expertise or experience in dispute resolution. The reserve members of the Committee shall be responsible to resolve disputes in accordance with this policy when asked to do so by the Committee. The Committee may appoint one or more of these persons to act on the Committee where one or more of the persons on the Committee © Society of Christian Schools in BC SCSBC Mediation and Arbitration Committee Rev. 02/2000 - 3 - and Procedures - Appendix 3 cannot act due to a time commitment, conflict of interest or the like, or where the Committee considers it to be in the best

interests of resolving the dispute that this be done. Each reserve member of the Committee shall be appointed to consecutive three (3) year terms.

- c) The Committee may on a case by case basis appoint a resource person to assist a mediator or arbitrator or Arbitration Panel in carrying out a mediation or arbitration under this policy. The expenses of the resource person shall be borne by the Society of Christian Schools in British Columbia. The Society of Christian Schools in British Columbia may provide to the resource person an honorarium of \$100.

#### 4) Nature of Dispute

- a) The Committee shall have the jurisdiction to deal with all disputes that may arise in the schools whether they are between board, principal, teacher, school employee, student, parents or members of a school society provided the parties to the dispute have agreed to submit to the dispute resolution procedures outlined in this policy.

#### 5) Dispute Resolution Procedure

- a) It is expected that prior to notifying the Committee of a dispute, the parties will have met together and with others in accordance with Matthew 18:15-16 to attempt to resolve the dispute. This step should have already taken place under the provisions of the Society of Christian Schools in British Columbia Employment Contract. If the parties to the dispute have not taken this step, they will be asked to do so.
- b) The Committee shall receive notification of a dispute in writing at the Society of Christian Schools in British Columbia office. The notification of dispute should state the parties involved, the relevant circumstances, the nature of the dispute and the remedy sought in sufficient detail to give the other party adequate notice of the case which is to be met.
- c) Within seven (7) days of receiving notification of a dispute, the Committee shall contact the other party to the dispute and advise that party that the Committee has received notice of a dispute and shall provide to that party a copy of the written notice received by the Committee of the dispute. The Committee shall request this party to provide to the Committee, in writing, an answer or response to the dispute within twenty-one (21) days of receipt of a copy of the notice of dispute. The Committee shall provide to the other party a copy of the written answer or response received by the Committee within seven (7) days of its receipt.
- d) The Committee shall provide a copy of this policy to each party to the dispute.
- e) The Committee shall seek the agreement in writing of both parties to:
  - i) agree that the Committee shall have the jurisdiction to resolve the dispute in accordance with the policy
  - ii) agree that the provisions for mediation and arbitration set out in this policy shall be the sole and exclusive remedy for resolving the dispute;
  - iii) agree to be bound by and submit to the dispute resolution procedures outlined in this policy;
  - iv) accept the decision of the arbitrator or Arbitration Panel as final and binding on them; and
  - v) waive whatever rights, claims or actions the parties may have against the Committee, mediator, arbitrator or Arbitration Panel arising in relation to the resolution of the dispute.
- f) The chairman of the Committee shall execute the agreement on behalf of the Society of Christian Schools in British Columbia.
- g) All documents and information relating to a dispute or mediation and arbitration under this policy shall, except to the extent that they are required to be disclosed under this policy, remain confidential and shall be stored for safe keeping at the office of the Society of Christian Schools in British Columbia.

#### 6) Mediation

- a) If the disputing parties are unable to reconcile their dispute on their own, the Committee shall within sixty (60) days, or such period of time as agreed between the parties, of the Committee first receiving notification of the dispute appoint a mediator as chosen by the parties, and where the parties cannot

agree, as chosen by the Committee, to assist them in doing so. The mediator may be chosen from the Committee itself or from the reserve members of the Committee except that the Chairman of the Committee shall not be the mediator.

- b) The following rules shall apply to the mediation process:
- i) Each party shall within fourteen (14) days, or such other period of time as agreed between the parties, of receipt of notification of appointment of a mediator submit to the mediator, but not the other party, a written statement of the facts and contentions and a summary of the settlement discussions to date.
  - ii) The mediator shall set a date for a meeting of the parties which shall take place no later than ninety (90) days, or such other period of time as agreed between the parties, after the Committee first received notification of the dispute.
  - iii) The mediator may, on request of a party to the mediation for good cause, or upon his or her own determination, and in the interests of justice, postpone or adjourn a mediation as he or she considers necessary.
  - iv) The parties shall have the full authority to settle the dispute at the mediation.
  - v) The parties may have a representative attend with them at the mediation.
  - vi) The mediator will not act as legal counsel for any party.
  - vii) The meeting shall be conducted in the spirit of prayer, for the purpose of hearing and discussing the facts and disputes, with the goal of seeking reconciliation of the disputing parties and a resolution of the dispute which shall be reduced to writing by the parties and be acceptable to the parties.
  - viii) The mediator may disclose any information provided by any party to any other party unless the party disclosing the information requests that the information be kept confidential.
  - ix) If a party will not cooperate, or refuses or chooses not to mediate, or if the mediator cannot lead the parties to a resolution of the conflict through mediation, binding arbitration in the manner set forth below shall be conducted to resolve the dispute.
  - x) In all respects the mediation under this section is deemed to be a "without prejudice" proceeding and the parties shall not rely on or introduce as evidence in an arbitration under this policy or any other arbitral or judicial proceeding any discussions, proposals, recommendations or admissions made by the parties or the mediator in a mediation under this section.
  - xi) The parties will not subpoena or otherwise require the mediator to testify or produce any records, written or otherwise, respecting the mediation in any future proceedings.
- c) The expenses of the mediator and cost of the mediation, which includes honoraria, shall be borne by the Society of Christian Schools in British Columbia. The Society of Christian Schools in British Columbia shall provide to the mediator an honorarium of \$150 per day.
- d) After completion of the mediation, the mediator shall provide all documents and information relating to the mediation to the chairman of the committee who shall provide them to the office of the Society of Christian Schools in British Columbia for safe keeping.

#### 7) Arbitration

- a) If mediation fails to achieve a satisfactory resolution of the dispute, the Committee shall within one hundred and twenty (120) days, or such other period of time as agreed between the parties, of the Committee first receiving notification of the dispute, appoint a single arbitrator or an arbitration panel consisting of three persons (the "Arbitration Panel") selected in accordance with this policy. The arbitrator or Arbitration Panel may be chosen from the Committee itself or from the reserve members of the Committee except that neither the Chairman of the Committee nor the mediator shall be the arbitrator or part of an Arbitration Panel. The parties shall choose a single arbitrator, and, if they cannot agree, then each party shall choose one arbitrator and these arbitrators shall choose a third arbitrator who shall be

the chairman of the Arbitration Panel. In the event that the arbitrators chosen by the parties cannot agree on a chairman, the Committee shall appoint a chairman to the Arbitration Panel.

- b) The arbitrator or Arbitration Panel shall apply the substantive law of the Province of British Columbia in considering the facts and issues being arbitrated. The following procedures shall apply to the arbitration:
- i) The provisions of the Commercial Arbitration Act, R.S.B.C. 1996, C.55 and amendments thereto, except section 4 and 26(1), shall apply to the dispute except insofar as they are inconsistent with the provisions of this policy whereupon the provisions of this policy shall prevail.
  - ii) The arbitrator or Arbitration Panel shall appoint a time and place for the hearing which shall take place no later than one hundred and eighty (180) days, or such other period of time as agreed between the parties, after the Committee first received notification of the dispute and shall immediately cause notice thereof to be served by registered or certified mail on the parties to the arbitration. The notice shall set out the dispute in sufficient detail to enable each party to know the nature of the case against them, which must be met. The notice shall include a copy of this policy.
  - iii) The parties shall, not less than thirty (30) days before the hearing, provide each other with a brief statement of their respective positions in the dispute as well as a summary of the evidence they intend to produce at the hearing as well as copies of all documents in their possession, not covered by a claim of privilege, relevant to the matters in dispute between them, as well as who will be representing them, if anyone, at the hearing.
  - iv) The arbitrator or Arbitration Panel may, on request of a party to the arbitration for good cause, or upon their own determination, and in the interests of justice, postpone or adjourn a hearing as they consider necessary.
  - v) The parties are entitled to have legal counsel or representative represent them at the hearing.
  - vi) The arbitrator or Arbitration Panel shall preside at the hearing and shall, subject to the rules of natural justice, rule on the admission and exclusion of evidence and on the question of hearing procedure and shall exercise all powers relating to the conduct of the hearing. The arbitrator or Arbitration Panel shall admit all evidence that would be admissible in a court, and in addition may admit other evidence that is considered relevant to the issues in dispute, and subject to the rules of natural justice, may determine the manner in which evidence shall be admitted provided that no evidence shall be admitted that is privileged under the laws of evidence.
  - vii) The arbitrator or Arbitration Panel may examine a party or witness called by a party under oath where they consider it necessary to resolve the dispute. The arbitrator or Arbitration Panel may direct that the parties to the dispute produce all records and documents, not covered by a claim of privilege, that the arbitrator or Arbitration Panel consider necessary to resolve the dispute.
  - viii) The parties to the arbitration are entitled to be heard, to present evidence and to cross examine witnesses appearing at the hearing. At the request of any party to the arbitration, the testimony of witnesses shall be given under oath. The arbitrator or Arbitration Panel may exclude witnesses from the hearing where requested to do so by the parties or where they consider this necessary.
  - ix) The arbitrator or Arbitration Panel shall to the best of their ability determine the matter on the basis of the evidence presented to them at the hearing. If the arbitrator or Arbitration Panel intend to base their decision upon information not obtained at the hearing, they shall disclose all such information to the parties to the arbitration and give the parties an opportunity to meet it.
  - x) The arbitrator or Arbitration Panel shall determine and resolve the dispute and where an Arbitration Panel is involved, the dispute shall be resolved by consensus or majority vote. A written decision shall be rendered and signed by the arbitrator or Arbitration Panel or a majority of them thirty (30) days after the final hearing on the matter. The decision of the arbitrator or Arbitration Panel is final and binding upon all parties.

- xi) If the Arbitration Panel hearing a dispute is unable to come to a majority decision on any matter to be decided, the decision of the chairman shall be the decision of the Arbitration Panel on that matter.
  - xii) If any party refuses to arbitrate under the terms of this policy after having agreed in writing to do so, the arbitrator or Arbitration Panel may proceed to hear the matter in the party's absence and render a decision against that party provided that the arbitrator or Arbitration Panel are satisfied that the party received notices of all hearings, was given a reasonable opportunity to participate, and provided that a written decision is rendered and notice of the decision is given to that party.
  - xiii) The decision or award entered by the arbitrator or Arbitration Panel may be entered as a judgment in any court of competent jurisdiction for enforcement.
- c) The expenses of the arbitrator or each of the Arbitration Panel and cost of the arbitration shall be borne equally by the parties to the arbitration and the Society in Christian Schools in British Columbia. The arbitrator or each of the Arbitration Panel shall receive an honorarium of \$150 per day which shall be borne equally by the parties to the arbitration and the Society of Christian Schools in British Columbia.

## OMBUDSMAN POLICY

To be developed.

## STUDENTS

### DISCIPLINE POLICY

**Board confirmation date: April 28, 2014**

#### 1) Student Responsibilities

As a Christian school, we long that the Spirit of the Lord will prevail in our hallways, sports fields, staffroom, and classrooms. Our teachers have been called to walk with students through nods, nudges, and encouragements; to walk through the discouragements and to urge students to live out a faithful response to our maker. We long for students to take responsibility for their actions, come to an understanding of how their actions have affected others, and provide a space and place to repair the harm that has been caused. Effective discipline is to guide people back into restored relationship with God and community. Rules and guidelines exist to help remind the various groupings that make up SCS (staff, students administration and parents) that they each make up merely one part of the community and must always take others into consideration. The fundamental hypothesis of restorative practices is that students are more cooperative, productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. The aim of restorative practices at SCS is to develop community and to manage conflict and tensions by repairing harm and restoring relationships. Students and parents agree per the Statement of Commitment" to abide by and support school policy and regulations.

#### 2) Types of Discipline -- The staff at the school make use the following steps:

- a) Verbal warning
- b) Detention
  - i) Lunch hour detentions are given for misbehaviour, coming late to class two times, and for two incomplete homework assignments.

- ii) Generally detentions are served as directed by the teacher on the day that they are received from 3:05 – 4:15 pm. Skipping a detention will be considered skipping a class. Detentions take priority over after school jobs, extracurricular activities and appointments.
- c) Discipline Notice
  - i) Will be written for all academic and behavioural infractions as per the rules and regulations of the SCS community. For all discipline notices, parents will receive a copy of the letter as well as a phone call home.
  - ii) A student can receive a maximum of four discipline notices, after which time s/he will be suspended for the remainder of the day on which the offence occurs as well as the following day. Parents/guardians will be contacted before a student is sent home. Prior to re-admission, the principal/assistant principal/designate will meet with the student and parents/guardians. After the sixth discipline notice, the student and parents may meet with the discipline committee. For further misbehavior, the principal/assistant principal will follow through on the recommendations of the discipline committee.
- d) Disciplinary Contract
  - i) In an appropriate circumstance, a teacher may initiate a disciplinary contract and forward a copy to the office. Parents and students will be asked to read, sign and return the contract to the office. All disciplinary contracts will be retained in that student's file.
- e) Suspension
  - i) Suspension is imposed when a student has committed an infraction as per school rules and regulations.
  - ii) The school reserves the right to suspend a student pending an investigation or hearing with respect to an infraction where it is in the best interest of the school to do so. The school is responsible to provide a safe and secure learning environment.
  - iii) Before a suspension occurs, a student will have an opportunity to speak to the principal/assistant principal about the incident.
  - iv) Suspension is defined as the removal of a student from the campus.
  - v) While suspended, a student is prohibited from being on the school premises. The student may not attend class, may not participate in extra-curricular activities, and may not be on school property during school hours. Students may only come to the school (i.e. after school hours) with the permission of the principal/assistant principal to pick up homework.
  - vi) The school must contact parent/guardian by phone or letter as soon as possible. If the parent cannot be contacted, the student will be placed on an in-school suspension until the parent/guardian is contacted. For an in-school suspension, the student will be asked to work in the office for the day. S/he will be given different scheduled breaks from the regular school schedule.
  - vii) A written notice will be issued clearly stating the reason for the suspensions as well as the details of the suspension (i.e. date and time of contact with parents/guardian, date and time of meeting, and when the student is to return to class).
  - viii) A suspension may be imposed for one or more school days for each separate infraction.
  - ix) The principal or designee has the final authority regarding a decision to suspend.
  - x) During the period of suspension it is the responsibility of the parents/guardians to provide the appropriate supervision for the student.
  - xi) Prior to re-admission the principal/assistant principal will meet with the student and the parent/guardian.
  - xii) Students returning to school from a suspension may be subject to being placed on probation.

- xiii) When appropriate, an in-school suspension may be given. An in-school suspension refers to the student doing work for the entire school day in the office. The student's work will be supervised and appropriate breaks will be given.
  - xiv) A student is responsible for all assignments, projects, quizzes, tests, etc., and will receive credit for the completed work. A student may ask a friend to deliver homework, check the teacher's assignments online, or arrange to see a teacher before 8:30am and after 3:00pm. A student must adhere to all due dates.
- f) Probation
- i) Probation is imposed for appropriate circumstances.
  - ii) When a student has exhausted other disciplinary procedures and/or when the status of the student is in question.
  - iii) May be connected to a lengthy suspension or repeated misbehaviour.
  - iv) If a student repeats the same violation or commits another serious infraction while on probation, s/he will be subject to suspension or expulsion.
  - v) Is given by the principal/assistant principal and/or the discipline committee.
  - vi) Types of probation:
    - (1) Two discipline notices in sixty (60) days – if a student receives two discipline notices within 60 calendar days s/he will be expelled.
    - (2) One discipline notice – if a student receives one discipline notice in the remainder of the school year, s/he will be expelled.
    - (3) Depending on the seriousness of the infraction, a student may be placed on probation for the particular school year, and/or the remainder of the student's time at SCS (i.e. more than one year).
- g) Expulsion
- i) In appropriate circumstances, the principal/designee in consultation with assistant principals and Superintendent can expel a student.
  - ii) Before an expulsion occurs, a student will have an opportunity to speak to the principal/assistant principal about the incident.
  - iii) Before a decision is made to expel a student, the student and the parents/guardians will be informed about the matter. They are entitled to know the case against the student and should be given an opportunity to respond to all information which might influence the decision prior to the decision being made.
  - iv) While waiting for a decision to be made, the student will be suspended indefinitely.
  - v) A decision will be made as soon as practical.
  - vi) The Principal or designee will communicate the decision verbally and in writing.
  - vii) Students and/or parents/guardians may appeal a decision for expulsion. Please refer to the Appeal Policy for further details.
  - viii) Re-admission of a student into a new school year after an expulsion will be at the principal's discretion.
- 3) Restorative Practice
- a) In the event that a student shows sincere remorse for his/her actions, and has a desire to be restored to the community, the principal/assistant principal may offer a formal "restorative conference".
  - b) A "restorative conference" involves victims, offenders, and their families and friends in a face to face process called conferencing. The individuals involved in the conference will decide the disciplinary action. Although the process is time consuming and emotionally challenging, it has proven to bring about healthy restoration.

- 4) Miscellaneous
  - a) Appropriate discipline may depend on prior incidents.
  - b) The principal/assistant principal has the authority to search lockers.
  - c) In the event that more than one student is involved in a discipline situation, each student shall be dealt with individually.
  - d) The school has the authority to investigate infractions and determine consequences for students who refuse to comply with the school policies and regulations.

## DISCIPLINE APPEAL POLICY

**Board confirmation date: April 28, 2014**

If either students or parents feel that a suspension and/or expulsion has been handled incorrectly, and they have discussed this matter in person with the school personnel involved, yet the matter remains unresolved, an appeal can be made in writing to the Board. Appeals will only be heard at the discretion of the Board.

- 1) An appeal must be brought within a reasonable time (ie within two weeks, although the Board may upon application extend that time). The notice of appeal should be delivered in writing to the Board Chairperson of the school.
- 2) The Appeal Committee will consist of the Board Chairperson, two other Board members, one faculty, and one parent from the community. These people on the Committee should not have been involved in the discipline for that particular student.
- 3) The appeal process will include both the receipt of written submissions by parents and the administration, as well as an opportunity for an oral presentation.
- 4) The student and parents will be given one hour to present their position. The parents shall submit, in writing, to the Appeal Committee, the reasons why they feel that their son or daughter should not be suspended/expelled from the school. The submission must deal with the student's behavior in terms of the regulations/policy that he/she has broken. Any other information regarding the family's profile may be presented in the oral appeal.
- 5) The administration will be given one hour to present its position. The principal or designee shall submit in writing to the Appeal Committee the notice and sequence of events, in terms of the student's behaviour, that led to the student's expulsion. The principal's submission shall make direct reference to the school's regulations pertaining to the student's behavior. The submission lists the facts of the case and shall also contain the step by step contact of the school with the parents. The submission must state clearly the reasons why the administration believes the suspension/expulsion is justified.
- 6) A decision will be provided to the student and parents as soon as practicable.
- 7) The decision of the Appeal Committee is final. However, a student and parent may appeal to the Society of Christian Schools of BC to help with mediation.

## CURRICULUM AND PROGRAM POLICIES

### EDUCATION SUPPORT SERVICES POLICY

**Board confirmation date: February 19, 2016**



Surrey Christian School's Mission statement: "Educating for wholeness by engaging God's world in the servant way of Jesus." We believe that each child is unique, created by God in His image and together with parents we as educators are called to nurture children toward the full life that God had in mind for all people from the very beginning. We see that full life most fully realized in the life of Jesus. We want children to follow in His footsteps, learning to live and serve the way that Christ did. That process of following begins when the child is born. Our school believes that when we partner with parents in this process, together we can teach our students that they are scholars, athletes, artists, caretakers of the creation and servant leaders in this beautiful but broken world. God calls us to be his hands and feet in the world, bringing it back to its original created intention. We want children to be fully alive in God's story. Surrey Christian School aims to provide a quality education to all students.

### **Vision for K-12 ESS:**

Surrey Christian School's Education Support Services is committed to empowering students to reach their potential as unique learners who bear the image of Christ. Through purposeful inclusion we encourage students to develop their gifts, become self-advocates, and gain independence as valued members of their communities.

Educational Support Services (ESS) at SCS exists to help us fulfill this mission for students with exceptionalities.

Educational Support Services at SCS include:

- Special Education
- Learning Assistance
- Enrichment

#### 1) Admission Procedure

- a) Admission of a student with exceptionalities is subject to Surrey Christian School's admissions policy.
- b) In order to be considered for admission to the following school year, all relevant documentation must be received no later than February 28. Applications received after that date will receive a lower priority. Mid-year transfers will be dealt with on a case-by-case basis.
- c) Parents must complete the registration package.
- d) In the event that assessments are not complete or documentation is deemed by SCS as incomplete, arrangements and cost for the required testing is the responsibility of the parents. The application process will not proceed until all required testing/documentation is received by the school.
- e) The Director of Education Support Services will attend the admissions interview when a family is seeking to register a child with special needs.
- f) After the interview, a recommendation is made by the ESS director and principal.
- g) Current program, which includes students and Education Assistants (EA's) and coordinators, is taken into consideration when a new family applies. Surrey Christian School has a strong ESS program. It will only continue to be strong if we are aware of its limitations. Current students, classroom size and our costs are all taken into consideration when seeing if a new applicant is a good fit for our school.
- h) Surrey Christian School reserves the right not to enroll or re-enroll students whose learning, behavioural, or social needs are best met by placement in a specialized setting (i.e.: program/support as are found in school district Resource Rooms), or a specialized education program. Surrey Christian School will support families in exploring alternative settings that would better serve the needs of the student(s).

#### 2) Education Support Services:

- a) The special education program will be designed as an inclusive program, endeavoring to create a supportive learning environment in which students with special needs are integrated into same age-peer classrooms to the greatest extent possible.
- b) Program delivery may range from full inclusion to partial integration depending on the needs of the child and the needs of the program that is developed.
- c) Parental input is strongly encouraged in planning a program. Final decisions regarding levels of integration, staffing and the student's educational program rests with the ESS department.
- d) The school will meet the needs of each student by employing Education Assistants where necessary and consulting specialists, including:
  - i) Speech and language therapists
  - ii) Physical therapists
  - iii) Occupational therapists
  - iv) Teachers of the deaf and hard of hearing
  - v) Teachers of the visually impaired
- e) Arrangements for providing ongoing speech, physio and occupational therapy are the responsibility of the parents. However, the EA, under the direct supervision of a therapist may carry out therapy recommendations at the school.

3) Learning Assistance:

- a) Learning Assistance provides support for students who have learning challenges. This includes students who have speech and language delays, fine motor difficulties, emotional, social and behavioral concerns and/or academic needs. Support teachers work with classroom teachers to determine the level of extra support a student needs, and support will be provided within the classroom when possible, on an individual or small group basis. When it is more conducive to the learning task, a student may work in another setting outside of the classroom. At the secondary campus Learning Assistance usually replaces a language or an elective. In grade 10-12 this course is called Learning Strategies and students will receive credits towards graduation.
- b) Some of the students receiving Learning Assistance support may meet criteria for designation in one of the following Ministry of Education categories:
  - i) Mild Intellectual Disability (K)
  - ii) Learning Disability (Q)
  - iii) Moderate Behavior Intervention or Mental Illness (R)

4) Enrichment:

- a) The Enrichment Program provides support for students identified as benefiting from differentiated educational programs beyond what is normally provided by the regular school program. These students are identified as performing one or two years above classroom expectations academically, have creative minds and are able to focus on a topic of interest for long periods of time. Without additional supports and programs, these students are at risk of becoming disengaged in their learning. The enrichment program provides pull-out classes involving higher level thinking, support to teachers with differentiating ideas and counselling services for students at risk.

“If we insist on looking at the rainbow of intelligences through a single filter, many minds will erroneously seem devoid of light.” Renee Fuller

5) Individual Education Plan (IEP)

- a) Each student with Special Needs must have an Individual Education Plan as outlined by the Ministry of Education. This is a prerequisite for funding under the Ministry of Education grant program.
  - b) An IEP is a document plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement. It serves as a tool for collaborative planning among members of the team. It is a usable document that summarizes the plan for the student's educational program. The IEP is implemented and generated by the team working with the student.
  - c) An IEP must have one or more of the following:
    - i) The present levels of educational performance of the student
    - ii) The setting where the educational program is to be provided
    - iii) The names of all personnel who will be providing the educational program and the support services for the student during the school year
    - iv) The period of time and process for review of the IEP
    - v) Evidence of evaluation or review, which could include revisions made to the plan and the tracking of achievement in relations to goals; and
    - vi) Plans for the next transition point in the student's education
- 6) Ministry of Education Supplemental Funding
- a) The Ministry of Education provides a supplemental special education funding grant for students with specific learning, social/emotional, or physical needs. Diagnoses alone is not sufficient for the designation to receive the special education grant; the school must also provide documentation to indicate the programming and supports in place for the student. The Ministry of Education requires that assessment documentation for students receiving special education grants must be current; no more than five years out of date.
  - b) The total Special Education grant monies received by the school provide funding to support the programs of all the students with special needs in the school system.
  - c) The Ministry of Education requires that all schools allocate funds beyond the Special Education grants received to provide services and support for students with special needs. SCS also recognizes that the special education grant monies alone are not sufficient to provide for all staffing and services needed for these students, and funds from the general school budget are also allocated for this purpose.
  - d) The Ministry of Education provides supplemental Special Education Funding for students designated in Categories A-H. Students must be eligible, as a student in BC, to receive the basic student grant in order to be eligible for special education funding from the Ministry of Education.
  - e) There is no supplemental funding for students designated in Categories K, P, Q and R. The funding for support services for students in these categories is designated by the Ministry of Education as being included in the basic student grant.

## FOUNDATION SKILLS ASSESSMENT (FSA) EXCLUSION POLICY

**Board confirmation date: January 16, 2017**

All Grade 4 and Grade 7 students are expected to participate in the Foundation Skills Assessment. However, the assessment is not intended to be a hardship for any students, therefore exceptions can be made for the following reasons:

1. Students who have Individual Education Plans (IEPs) documenting a learning disability that directly impacts proficiency in reading, writing or numeracy; and students who have IEP's documenting special needs

2. Those students who are reported as English-Language-Learners (ELL) who have not yet reached a level of proficiency sufficient for them to provide meaningful responses to the reading or writing or numeracy sections of the FSA.
3. Those students for whom taking the tests would result in unnecessary hardship and/or excessive anxiety, or for whom their best interests would be compromised. This would be decided collaboratively on a case-by-case basis.

To participate in the assessment, students with special needs may require the same type of support and adaptations that have been provided during classroom assignments and for tests, as documented in the student's IEP. If those adaptations include having a reader, scribe or a technological aid, the same adaptations should be made for the FSA.

Principals, in collaboration with Education Support Services coordinators and/or directors as well as ELL directors, determine which students are excused from participation in the testing. This could include one, two, or all of the FSA components. Parents may also request to excuse a student.

The appropriate staff person (principal, director, or coordinator) will notify a parent or guardian if they intend to excuse a student from participating in one or more components of the FSA. Such notification should be made prior to the administration date. A copy of the brochure, "Information for Students, Parents and Guardians" could be provided to parents. This brochure explains the purpose of the FSA.

## HOME SCHOOLING POLICY

**Board confirmation date: April 28, 2014**

Home schooling is seen by the school as a viable option open to parents. Surrey Christian School is committed to providing nurture in its unique way within the setting of the more regular school community. We can be enriched by home school parents who share a common agenda and purpose. As we take our commitment to building a varied Christian community seriously, SCS and homeschoolers can become supportive and complimentary to each other.

Homeschoolers, under the requirements of the BC Ministry of Education, can be registered with the school under the following basis:

- 1) That they are able to accept the basic philosophy of the school
- 2) That they can accept the fact that such registration falls under certain conditions as described below:
  - a) Services
    - i) The primary goal of SCS is to be of service to students enrolled in the regular program of the school. Taking into account the number of homeschoolers applying, the school's enrollment, class size and the availability of resources, access to the following services may be available to homeschoolers.
      - (1) Administration
        - (a) fulfill Ministry of Education's registration requirements
        - (b) establish a student permanent record file
      - (2) Curriculum (materials provided on loan)
        - (a) Christian school curriculum outlines/units.
        - (b) textbooks as per program/materials available at the school
      - (3) Evaluation

- (a) voluntary access to standardized tests as when administered by the school such as FSA and government exams
- (4) Staff/Personnel
  - (a) principal or designate available for administrative purposes and public relations
  - (b) school/home liaison should registrant numbers warrant it
  - (c) home school coordinator – parent volunteer willing to act as liaison with the school as well as organize a network if desired

## INDUSTRIAL EDUCATION SHOP USE POLICY

**Board Confirmation Date: April 28, 2014**

The shop at Surrey Christian School is a resource for the staff, but its materials and contents do not belong to the teachers. There is a reason why we have the tools we have. They are the reason the different shop classes can operate. When things go missing or are broken, the rhythm of the classroom activities is broken and work cannot be continued. Therefore, a policy has been drawn up to guide the staff in their use of the shop. The teacher in charge of the shop is responsible to ensure this policy is enforced.

- 1) No tools or materials may leave the shop without instructor's permission.
- 2) You must supply your own materials such as wood, glue, sandpaper and nails.
- 3) All tools must be signed out in the log book and returned before the next shop class period.
- 4) No students are allowed in the shop without a teacher present. Do not give keys to a student to go into the shop.
- 5) The power key may not be given out to students. A teacher must request it and be present during the use of all power tools.
- 6) Only teachers may use the shop for personal use, but the log book must be signed.
- 7) Safety equipment must be in use at all times.

## INTERNATIONAL STUDENT ADMISSIONS POLICY

**Board confirmation date: October 17, 2016**

A prospective international student applying at Surrey Christian School must submit the following documents before being considered admission:

1. A complete *Application for Admissions Form* including parent/guardian contact information.
2. Official transcripts for the previous two years of study. It must be translated into English, notarized, and submitted along with the original transcripts.
3. *Tuition Information and Commitment Form*.
4. Copy of *Custodian Declaration Form* indicating who will be the student's legal guardian while attending school (if available).
5. *Emergency Release Form*.
6. *Consent Form*.
7. Copy of the page from student's passport with their photo.
8. Copy of the most recent study permit (if available).
9. A \$400 non-refundable application fee.

Upon receipt of a full application package, if space allows, the school will contact the applicant and arrange a date/time for an in-person interview with the applicant and his/her parent(s). Interviews will be arranged only with those applicants who meet the requirements of the International Student Program. Only in special circumstances (determined by the principal) students may be granted a telephone or live video interview.

The applicant will be notified within 5-7 days after the interview whether he/she has been accepted.

Total fees are due within two weeks of acceptance. Once received by the school, an official letter of acceptance will be issued.

The school reserves the right to determine the family with whom the student will stay, unless he/she lives with his/her parent(s) or blood-relative(s). No student will be permitted to live on his/her own. The school will interview all the host families of the international students to ensure the environment in which the student lives is consistent with the vision and the mission statement of the school. The school reserves the right to deny acceptance to school or dismiss the student from the school if the student and/or the family refuse to comply with the home stay policy.

An international student who does not live with his/her parent(s) is required to have a legal custodian who is a Canadian citizen or a permanent resident who is at least 30 years of age. The custodian must complete the "Custodian Declaration" form (<http://www.cic.gc.ca/English/pdf/pub/custodian-parent.pdf>) and submit it to the school.

## INTERNATIONAL STUDENT HOMESTAY POLICY

**Board confirmation date: October 17, 2016**

The homestay program at SCS exists to provide our international students with a "home away from home". It is an opportunity for students of different languages and cultures to live with a North American family. This opportunity gives students the chance to improve their language ability, learn about local culture, and form international friendships. The remuneration doesn't cover all the needs. That is why we call it "Homestay" and not "Room and Board".

International Students arrive at various times during the year. Some arrivals are arranged well in advance and some are not. Students are placed with families for many reasons and students move for many reasons. Placements are not guaranteed.

1. Requirements to participate in the Homestay Program:
  - a. Application
  - b. Criminal Record Check
  - c. Homestay Orientation and Training Session Attendance
  - d. Home-visit and interview by the homestay coordinator
  - e. Signed Homestay Contract
  - f. Homestay parents must be 25 years and older
  - g. English spoken as first language
2. Liability of property loss or damage: Family will not be held responsible for loss of property or injury except where there is negligence or the law has been broken
3. Duties of a Careful Homestay Parent:

- a. Train the Student in safety and proper use of equipment
  - b. Ensure that all equipment Student may be using is functioning properly and not defective
  - c. Warn the Student of dangers /cautions
  - d. Supervise and monitor the Student and his/her health and reported to the guardian or parents of any concerns
4. Essentials for Accommodations:
- a. The room that the family shows to the Homestay Coordinator will be the room provided for the Student for the duration of the homestay period
  - b. If a change is necessary, with the Student's consent, the Homestay Coordinator should be notified
  - c. Clean Bed, bedding (freshly washed for each new student's arrival), dresser, chair, desk, waste basket, and closet must be provided
  - d. Adequate heat, light and ventilation
  - e. Easy access to bathroom
  - f. Laundry facilities available
  - g. House keys will be provided for reasonable access to house. Replacement fees for lost keys by the Student must be paid by the Student.
5. Upon Arrival of the student
- a. Encourage student to phone or email home to confirm arrival to parents
  - b. Tour home, show how things work since toilets, showers, faucets, and appliances sometimes function differently in other countries.
  - c. Review with student rules for the home. Leave the list with the student in bedroom or on the refrigerator door.
  - d. Provide family contact information and home address.
  - e. Help the student unpack (young children)

#### **International Student Program Host Family Agreement**

1. Monthly homestay fee is \$950 Canadian (includes transportation-car rides, busing etc.) and is due on or before the 1<sup>st</sup> day of each month or placement start date.
2. It is understood that both the student and the hosting family are committed to each other for the school year registered. The student may not leave the home and the hosting family may not dismiss the student from their home before the end of the school year without the approval from the school. For the last month of school, whether the student stays the full month or not, it is expected that the monthly fee is paid in full.
3. Any concerns or problems must be brought to and consulted with the International Student Coordinator.
4. 1<sup>st</sup> month of the homestay will be considered trial period and both parties have right to cancel any time with reasonable time given to homestay coordinator to arrange for transfer. Fees will be adjusted according to exact number of nights that student stayed in this trial month.
5. After the 1<sup>st</sup> month, if for any reason, the student or the host family wants to cancel the contract, at least 1 month notice is required unless both parties agree to shorter time.
6. Surrey Christian School reserves the right to cancel and change homestay agreement if any concern for the physical safety or emotional well-being of the student arises. In such case, there is no notice required and fees will be adjusted according to exact number of nights that student stayed for that month.
7. SCS reserves the right to cancel Homestay without advance notice, and without refund to the student in the following cases:

- a. where the Student causes physical or mental harm to members of the host family or visitors to host family's home; or
  - b. where the Student intentionally causes damage to the host family's home or property
8. The contract can be extended over the summer months (July and August) with same amount of monthly fees if agreed by both parties.
9. If the student plans to go back home for the summer months but wishes to return to the same Host family in the new school year, a non-refundable deposit postdated September 1, in the amount of \$950, shall be issued to the family before July 1. If for reasons beyond normal circumstances causes the student to cancel or not come back to Canada, and school coordinator finds another replacement for the same family, half of the deposit will be refunded to the previous student and half to the school.
10. If the student goes back home or travel away during school Break (winter, spring etc.) during the school year, student is expected to pay rental part of the homestay fees but not for food. Food expenses are considered 50% of the total homestay fees (\$450 per month or \$15 per day).
11. Other International Students: It is understood and agreed that Family will host only students placed by the SCS during the participation of the program, and at any time only two (2) international students maximum will be placed in the home unless otherwise agreed upon.
12. Essentials to be provided by the Host Family:
  - a. A private bedroom and study area (exceptions if student prefers shared room)
  - b. A safe, clean and comfortable home
  - c. Kind and caring family
  - d. Support while adjusting to Canadian Culture
  - e. Three healthy meals and snacks a day
  - f. Convenient transportation to and from school. On some occasions, older students may take the public transit or walk to school if it is not too far or agreed upon initially. Please give them some time to adjust initially by helping them with walking or taking public transit first few weeks.
  - g. Ensure the house is safe and complies with the BC Building Code and/or local building bylaw, as applicable, and with the local fire code.
13. Host Family Criteria:
  - a. Host parent must be 25 years of age or older and be a Canadian citizen or permanent resident of Canada. Single people are not accepted as host "Families". There must be more than 1 person living in the home. This can be a couple, common-law, working adult and his/her parent or other relatives, single mother or father with son(s) or daughter(s) in the home. If they are hosting a female student, the single parent must be a female. There needs to be more than 1 person in the home to ensure the students get adequate interaction time with their host family.
  - b. Household members must not abuse alcohol or drugs
  - c. English spoken at home: Host families must communicate clearly in English with, and in the presence of, the student.
  - d. Host family should have proper ICBC and Home insurance coverage
14. Host family must inform the school of any plans to change residence or the sale of home.
15. Host family should refrain from entering into private agreements with students, with parents/families of students, or with guardians/agents of students unless agreed with the school program.
16. Host family should inform the school in a timely manner of any damage to the home caused by the student.
17. Understanding that while a student is responsible for any damage he or she causes, SCS staff can assist with the adjudication/mediation of a dispute between a student and host family. Further, the program or the



school is not able to provide assistance in the collection or money for damages after the Student leaves a homestay placement

18. Laundry: The host family should do the laundry for the students or show older and willing students how to use the washer and dryer so they can do their own laundry.
19. Health of Family: All family members must be in good health, without physical or mental disabilities that might interfere with hosting responsibilities. If there is a disability that does not interfere, it should be noted on the application with an explanation as to why it is not a concern.
20. Meals: Families must provide three nutritious meals a day, including a lunch to pack along each day the students go to school or on an excursion. An exception to the requirement of providing a packed lunch would be the case where families have been specifically informed that the student will eat out that day. The meals, especially dinner, should be served in a family gathering and the student must feel welcome to the table at all times. Healthy snacks, such as fresh fruit, yogurt, milk and juice, should be openly accessible to the student at all times. No alcohol is to be offered to the student.
21. Work Schedules: Host parent's work schedules, such as graveyard or afternoon shifts, should not interfere with giving adequate care to the student.
22. Additional Expenses: Student shall pay the extra costs such as, tutoring services, extra-curricular activity rides, special trips and activities aside from normal family activities, and personal recreation such as movies. When they suggest an activity that will cost money, the host family should specify what it will cost the student and allow her/him to choose. If she/he does wish to go, the student should pay for the activity him/herself at the location.
23. Weekend Trips: If a student accompanies the host family on a weekend outing or trip, the host family must inform the School Homestay Coordinator (for emergency contact purposes) and to provide the student with adequate accommodations and food. If the student will not join the host family for outing, alternative arrangements must be made by the host family and approved by the SCS coordinator.
24. Curfew: (recommended time for high school students- 9PM on weeknights except for school events, 11:30 PM on weekends)
  - a. Weekdays: School nights are generally work nights. Time in the evening will be required for homework and study. Exceptions would be family outings and school events.
  - b. Weekends: Destinations, transportation and activities must be communicated to the host parent/parents. Overnight stays outside the family home and out of town travel must be approved by the appointed guardian and communicated to the host parents ahead of time.
25. Boarders/Renters: SCS need to receive information on boarders/renters in the home. Even if these boarders/renters do not interact with the family, school coordinator need to be informed so student will not be alarmed when they see them.
26. While living with a host family, a student is expected:
  - a. To show respect to the family and their house rules and to act as a member of the family
  - b. To help voluntarily with reasonable household chores
  - c. To eat meals with the family
  - d. To keep his/her room clean
  - e. To make sure the house is secure if he/she is the last person to leave the house
  - f. Not to have a friend in his/her room overnight unless permission has been granted in advance
  - g. To inform the family of whereabouts and time of return for personal outing during weeknights/weekends
  - h. To absolutely abstain from the use of cigarettes, drugs, or alcohol

27. School homestay coordinators are appointed to communicate and resolve any issues that arises from homestay situations and will do their best to be fair and to support both students and families to have successful and rewarding experiences.
28. A risk and liability waiver must be signed by the student, the parent/guardian and the homestay parent.

**Short Term Program Agreement** (to be signed by the home stay parent and the SCS International Student Coordinator).

1. Homestay fee per night stay is \$35 and is due on or before the 2<sup>nd</sup> week of the program
2. It is understood that both the student and the hosting family are committed to each other for the term registered. The student may not leave the home and the hosting family may not dismiss the student from their home before the end of the term without the approval from the school. Any concerns or problems must be brought to and consulted with the Homestay Coordinator.
3. Surrey Christian School reserves the right to cancel and change homestay agreement if any concern for the physical safety or emotional well-being of the student arises. In such cases, fees will be adjusted according to exact days of student stay.
4. Host family understands that Family is expected to adhere to all school and International Program rules and regulations while participating in the Homestay Program
5. Host Family understands that the school will not issue tax receipts or report remuneration from the homestay program. Family are aware that they are responsible for this information
6. Other International Students: It is understood and agreed that Family will host only students placed by the SCS during participation of the program, and at any time only two (2) international students will be placed in the home unless otherwise agreed upon
7. Essentials to be provided by the Host Family:
  - a. A private bedroom and study area(exceptions if student prefers shared room)
  - b. A safe, clean and comfortable home
  - c. Kind and caring family
  - d. Support while adjusting to Canadian Culture
  - e. Convenient transportation to and from school. On some occasions, older students may take the bus or walk to school if it is not too far or complicated.
8. Host Family Criteria: Host parents must be 25 years of age or older. Single people are not accepted as host "Families". There must be more than 1 person living in the home. This can be a couple, common-law, working adult and his/her parent or other relatives, single mother or father with son(s) or daughter(s) in the home. If they are hosting a female student, the single parent must be a female. There needs to be more than 1 person in the home to ensure the students get adequate interaction time with their host family.
9. Host families must communicate clearly in English with, and in the presence of, the student.
10. Laundry: The host family should do the laundry for the students or show them how to use the washer and dryer so they could do their own laundry
11. Health of Family: All family members must be in good health, without physical or mental disabilities that might interfere with hosting responsibilities. If there is a disability that does not interfere, it should be noted on the application with an explanation as to why it is not a concern.
12. Meals: Families must provide three nutritious meals a day, including a lunch to pack along each day the students go to the school or on an excursion. An exception to the requirement of providing a packed lunch would be the case where families have been specifically informed that the student will eat out that day. The meals, especially dinner, should be served in a family gathering and the student must feel welcome to the

table at all times. Healthy snacks, such as fresh fruit, yogurt, milk, and juice, should be accessible to the student. No alcohol is to be offered to the student.

13. Work Schedules: Host parent's work schedules, such as graveyard or afternoon shifts, should not interfere with giving adequate care to the student.
14. Home and Auto insurance coverage – ensure home and auto insurance adequately covers the students residing within their home.
15. Additional Expenses: Student shall pay the extra costs such as, special trips and activities aside from normal family activities, and personal recreation such as movies. When they suggest an activity that will cost money, the host family should specify what it will cost the student and allow her/him to choose. If she/he does wish to go, the student should pay for the activity him/herself at the location. It is often advisable to have the escort help with the discussion of these arrangements in order to avoid misunderstanding.
16. Weekend Trips: If a student accompanies the host family on a weekend outing or trip, the host family must inform the School Homestay Coordinator (for emergency contact purposes) and to provide the student with adequate accommodations and food. If the student will not join the host family for the outing, alternate arrangements must be made and approved by the SCS coordinator.
17. Boarders/Renters: SCS need to receive information on boarders/renters in the home. Even if these boarders/renters do not interact with the family, school coordinator need to be informed so student will not be alarmed when they see them.
18. While living with a host family, a student is expected:
  - a. To show respect to the family and their house rules and to act as a member of the family
  - b. To help voluntarily with reasonable household chores
  - c. To eat meals with the family
  - d. To keep his/her room clean
  - e. To make sure the house is secure if he/she is the last person to leave the house
  - f. Not to have a friend in his/her room overnight unless permission has been granted in advance
  - g. To inform the family of whereabouts and time of return for personal outing during weeknights/weekends
  - h. To absolutely abstain from the use of cigarettes, drugs, or alcohol

## INTERNATIONAL STUDENT RECORDS POLICY

**Board confirmation date: October 17, 2016**

Each international student file at Surrey Christian School must contain the following documentation:

- Completed application form including parent/guardian contact information
- Photocopies of passport page showing the passport number, the dates of issue and expiry, name and date of birth (2 copies\*)
- Photocopies of the stamp made by Canadian authorities upon the original date of entry into Canada ( 2 copies\*)
- Photocopies of the stamp made by Canadian authorities on the most recent entry into Canada, if different from the original date (2 copies\*)
- Photocopies of current student permit (2 copies\*)
- Medical insurance information (provider, policy #)
- Custodianship Declaration forms (notarized copies). Not required if student resides with one of his/her parents.

- Emergency information form forwarded to school office/homestay parent/ International Student Coordinator

\*Distribution of copies

- 1 copy in the permanent school file
- 1 copy for International Student Coordinator's file

## LEARNING RESOURCES POLICY

**Board confirmation date: May 15, 2017**

### 1) 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 Surrey Christian School.

### 2) 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 Surrey Christian School 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.

### 3) Learning Resources Approval Process

Surrey Christian School will encourage teachers to utilize education media that have been formally evaluated before being used in the classroom. The evaluation process involves the Director of Learning, the campus principals and input from appropriate teachers. The recommended scope of professional learning resources for review include Primary (Gr K-3), Intermediate (Gr 4-7), and Secondary (Gr 8-12).

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 Surrey Christian School.

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:

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

#### 4) Authority Approval

The Board of Directors via the senior leadership will approve resources used by Surrey Christian School 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 an “approved to purchase” by the campus principal.

#### 5) 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 the Director of Learning in consultation with appropriate teachers and the campus learning leader. The recommended scope of professional learning resources review will be Primary (Gr K-3), Intermediate (Gr 4-7), and Secondary (Gr 8-12).

A learning resources withdrawal will be confirmed by the campus principal removing said resource from the building.

#### 6) 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 campus principal, 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. The person issuing the challenge must be able to demonstrate first-hand knowledge of the resource (i.e. have read the resource).

Within 14 days of written receipt of a learning resource challenge, the campus principal will convene a meeting of a committee, consisting of a minimum of three representatives of Surrey Christian School, one of whom must be the Director of Learning 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 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.

#### 7) Sources of Learning Resources

Surrey Christian School may use the services of the Education Resource Acquisition Consortium (ERAC) to assist them in choosing or approving learning resources.

(List other sources used by Surrey Christian School. Ex. Online list of resources, Open Education Resources, Textbook Publishers, etc.)

## LIBRARY POLICIES AND PROCEDURES

**Board confirmation date: April 28, 2014**

#### 1) Purpose:

- a) The function of the library in Surrey Christian School is to serve as a resource centre for the teachers and the students in the school.
- b) It provides the opportunity for students to become thoughtful users of information.
- c) It assists teachers in providing sequential, development instruction of information-finding skills.
- d) It stimulates a love of reading.
- e) It assists in moving from dependence on the teacher or library personnel to independent and interdependent learning for the student.

- 2) Selection -- The librarian is responsible for the selection and acquisition of library resources in consultation with classroom teachers. Selections will be made to promote a balance between the various subject areas and to provide a wide diversity of appeal. In adding new materials choices will be made to meet the needs of the various grade levels within the school. Special emphasis will be given to updating and building a well-rounded and balanced collection so that it will be useful for developing research skills at all the grade levels.
- 3) Criteria for inclusion of library materials in the collection:
  - a) they complement SCS curriculum and provide information in general areas of interest (both fiction and non-fiction)
  - b) they meet high standards of quality in factual content and presentation
  - c) they are to be appropriate for age, subject area and ability level to meet high aesthetic, literary and social values
  - d) the reputation of the author and publisher is considered
  - e) the physical format and appearance (should be suited to the intended use of the resource) will be considered
  - f) Canadian content will be given consideration
- 4) Challenges
  - a) Parents who question their child's readiness to deal with topics covered should discuss these concerns with their child, the teacher, and/or librarian, and if necessary, request that their children not use the material.
  - b) Any member of the school community who has questions about a library resource should discuss their concern with the librarian and, subsequently, with the librarian and the principal. During this discussion results of earlier reviews of the material in question can be shared with the person(s) raising the concern.
  - c) If the disagreement cannot be resolved a parent may asked that the resource be reviewed. The librarian will review the material using the following guidelines:
    - i) Consider the challenged material in context of its place in the curriculum and the school's vision.
    - ii) Examine the material as a whole.
    - iii) Look again at the reviews written about the resource,
    - iv) The library will formulate a written response and send it to the parent. If issues remain unresolved, the parent should go to the superintendent.
    - v) If the person raising the concern is not satisfied with the recommendation of the Superintendent, the Board is the final route of appeal.

## LITERATURE REVIEW POLICY

**Board confirmation date: April 28, 2014**

The collection of literature in the school libraries is under constant review. Books and/or instructional material may be reconsidered through the following procedures:

- 1) If a book or item in the collection warrants review, a request will be placed with the librarian. If the librarian's explanation for the book's inclusion in the collection is unable to clear up the problem, the complainant may request a book review by providing the following information:
  - a) author
  - b) title
  - c) publisher (if known)
  - d) name and contact information of person making request for review
  - e) answers to the following questions:

- i) To what in the book do you object? (Be specific, cite pages)
  - ii) What negative impact on students do you feel would result in them reading this book?
  - iii) Is there anything good about this book?
  - iv) Did you read the whole book?
  - v) What do you believe this book communicates?
  - vi) What book of equal quality and content would you recommend to replace it?
- 2) The principal will set up a reconsideration committee consisting of the librarian, a staff member, and a parent.
- 3) The reconsideration committee will proceed with their re-evaluation of the material using the following guidelines:
  - a) Consider the challenged material in context of its place in the curriculum.
  - b) Examine the material as a whole.
  - c) Read written reviews on the book to determine the professional acceptance of the material.
  - d) Discuss the challenged material with the individual bringing forth the complaint.
- 4) While the book is being reconsidered it will remain on the shelf.
- 5) Material will not be reconsidered within five years of a previous challenge and procedure.
- 6) The procedure for reconsideration of materials is applicable to all individuals.

## SCHOOL DANCE POLICY

**Board confirmation date: April 28, 2014**

- 1) Why we have dances
  - a) Dance can be a wholesome form of entertainment and expression that brings glory to God through positive social interaction and community building. Many students of Surrey Christian School participate in dances or parties outside of school that may be unhealthy and poorly supervised. The goal of this policy is to provide a framework to decide when and how often dances will take place to provide procedures so that a safe and comfortable environment for dancing will be created that includes good chaperoning, wholesome music, and a positive, uplifting atmosphere.
- 2) How often we have dances
  - a) Dances will take place at most twice per year and may be sponsored by any SCS group that has a teacher sponsor willing to be in charge of the event.
- 3) Criteria on deciding music selection
  - a) All music played at dances must be pre-approved, and no music will be played that has not been approved. The sponsoring group will choose all the music, with the final approval given by assistant principal and/or sponsor teacher. The criteria for determining the play list will be:
    - i) that it is good for dancing
    - ii) does not have offensive or suggestive language or content
- 4) Supervision
  - a) The minimum number of chaperones is 1 for every 15 students that are expected to attend the event. Half of the chaperones must be parents of SCS students. There should be both male and female chaperones at the event.
  - b) Dances are for SCS students, but guests may attend with approval of the assistant principal and/or sponsor teacher at least one day before the event.
  - c) In addition to inside supervision, chaperones must check on what is happening outside of the building.
  - d) There will be no in and out privileges.



## GPA POLICY

**Board confirmation date: April 28, 2014**

Grade point averages for the purposes of determining the Governor General's Bronze Medal will be based on all courses taken in grades 11 and 12 that are numbered 11 or 12 except grades given for "Teacher Assistant" courses. This grade point average will also be one of the factors considered in deciding on scholarships given by Surrey Christian School for which academic achievement is one of the criteria.

## INTERNET USAGE POLICY

To be developed. For students? For staff?

## PLAGIARISM POLICY

**Board confirmation date: April 28, 2014**

Plagiarism is the act of passing off as one's own (i.e. the writings or ideas of another). We are called to be honest and people of integrity. Producing work that is not your own and/or not giving appropriate credit (i.e. citing) is a serious offence. Consequences are meant for all classes in which cheating and plagiarism occurs. For all grades, cheating on tests and assignments will result in a zero and a discipline notice.

Plagiarism

- 1) Grade 8
  - a) Redo for credit, and a phone call home
- 2) Grade 9
  - a) Redo for credit, and a phone call home
  - b) 2<sup>nd</sup> offence – receive '0' and discipline notice
  - c) 3<sup>rd</sup> offence – receive '0' discipline notice and one day in-school suspension
- 3) Grade 10
  - a) receive '0', redo for maximum 50% credit
  - b) 2<sup>nd</sup> offence – receive '0' and discipline notice
  - c) 3<sup>rd</sup> offence – receive '0' discipline notice, one day in school suspension.
- 4) Grade 11 and 12
  - a) receive '0', discipline notice
  - b) 2<sup>nd</sup> offense – receive '0', discipline notice, one day in-school suspension
  - c) 3<sup>rd</sup> offense – receive '0', discipline notice, suspended until meeting of discipline committee or principal and assistant principal.

## COURSE EQUIVALENCY POLICY

**Board Confirmation Date: April 28, 2014**

When students enter Surrey Christian School from out of province we may grant course equivalency if there is a match of 80% with the prescribed corresponding Ministry developed course. If a student enters Surrey Christian School from out of country where their language of instruction was one of the seven approved Ministry languages, those students would receive the equivalent Grade 10, 11, or 12 credit.

## COURSE CHALLENGE POLICY

## Board Confirmation Date: April 28, 2014

### 1) Rationale

This policy provides information on students' entitlement to challenge a course, the requirement that students give compelling evidence that they will succeed in the challenge, and the intention of challenge to be a rigorous process. Challenge is not envisioned as a way for students to improve their course marks. At Surrey Christian School we work hard at developing course outlines that integrate a Biblical worldview on the course material set out by the Ministry of Education. It will be difficult for students to challenge the Biblical worldview of a course. Biblical worldview is developed over time through classroom discussion and reflection. In cases where we would feel the student would benefit more by taking the course and participating in the classroom, we would recommend against challenging the course.

### 2) Procedure

- a) Students may challenge for credit any course and as many courses as they like. Realistically, students will challenge skill based courses like Math or a Language. (The Math department handles their own course challenge that follows their own challenge policy. For other courses this policy will be adopted and used on case to case basis.)
- b) For a challenge to be successful, students must demonstrate they have met the prescribed learning outcomes of the course set by the teacher as presented in the course outline.
- c) To successfully challenge a course for credit, students must meet the same standards as students who take the course through regular classes. Students will be awarded a letter grade and percentage mark for a course which has been successfully challenged.
- d) In most cases, students should be granted only one opportunity to challenge a specific course. If challenge is unsuccessful, students have the option of pursuing course credit by enrolling in the course.
- e) In most cases, the department head would be responsible for implementing the procedures for students to challenge a course, in consultation with someone from the Administration, like the Assistant Principal of Curriculum.
- f) Students should be able to demonstrate their readiness to challenge a specific course for credit. Here are a few indications of readiness:
  - i) Strong and compelling evidence related to the course that suggests students will achieve the prescribed learning outcomes for the course
  - ii) Recommendations from teachers based on previous learning in a related area; for example, a recommendation may be from a teacher of the course being challenged or a teacher who has previously taught the students
  - iii) Evidence that relevant learning has been acquired outside of school
  - iv) Appropriateness of challenge to the students' educational goals as set out in their student learning plan
- g) The decision about readiness should be made by the school in consultation with students and parents.

### 3) Assessment and evaluating the challenge

- a) There should be appropriate assessment and evaluation strategies to determine whether students have met the prescribed learning outcomes of the course being challenged. Strategies could include the following:
  - i) a laboratory demonstration
  - ii) oral performance
  - iii) portfolio
  - iv) interview
  - v) written examination

- vi) other assessment strategies as determined by the department

#### INDEPENDENT DIRECTED STUDIES POLICY

**Board Confirmation Date: April 28, 2014**

Students who want to pursue independent directed studies (IDS) in courses must have the approval of the supervising teacher and the school principal based on their demonstrated ability to work independently. The student and teacher work together to plan for facilitation and assessment, criteria for successful completion and the credit value (1, 2 or 3) and grade level for the IDS.

#### EXTERNAL CREDITS POLICY

**Board Confirmation Date: April 28, 2014**

Students may receive credit for learning that takes place outside the regular school curriculum. Students receive 2 or 4 credits depending on the course taken or the level achieved (some type of exam is usually part of the course). External credits can be awarded for those courses identified in the Ministry Course Handbook with appropriate documentation.

#### DISTANCE LEARNING POLICY

**Board Confirmation Date: April 28, 2014**

Distance Learning (DL) courses vary from web-based to workbook based and from being flexibly paced to having semester deadlines. All DL courses that will be used for post-secondary admission must be 50% completed by March. There are no fees for grade 10-12 students; however, international students do need to pay a fee. Students who are registered in a DL course are allowed a study block at school to complete their course work.

#### DUAL CREDIT POLICY

**Board confirmation date: January 16, 2017**

Students at Surrey Christian School in grades 11 and 12 presenting a transcript from a post-secondary institution showing successful completion of a for-credit post-secondary course that leads to a credential, are entitled to have that course count toward secondary school graduation. All such completed post-secondary courses count as elective grade 12 level courses. See the current Handbook of Procedures for regulations around post-secondary institutions and courses that qualify, assigning credits, and reporting post-secondary course completions.

#### NON-GRADUATED ADULT LEARNERS POLICY

**Board confirmation date: September 19, 2016**

Ministry Designated (Funded) special needs students who are continuing to work on Individual Education Plan transition goals, in conjunction with parents and an outside agency (i.e CLBC, a social worker, etc.) can complete an extra year (grade 13) at Surrey Christian School. This decision is made at the discretion of Surrey Christian School.

## SCHOOL COMPLETION CERTIFICATE (EVERGREEN CERTIFICATE) POLICY

Board confirmation date: November 21, 2016

Preamble:

At Surrey Christian School, we believe that all students deserve recognition for their educational accomplishments. The Evergreen Certificate recognizes the accomplishments of school completion for students, including those with exceptionalities, who have succeeded in meeting the goals and objectives of their individual educational program.

Policy:

Processes are in place for all students, including students with special needs, which:

- Accurately identify students who require modifications to their educational program,
- Apply appropriate interventions to meet the educational needs of every student,
- Communicate accurately and regularly with parents and/or guardians regarding the educational program and progress of every student.

- 1) Criteria - To the greatest extent possible and dependent upon ability, the expectation is that students will complete all four of the following criteria to receive an Evergreen Certificate:
  - a) Individual Education Plan
    - i) Completion of the goals and objectives of their Individual Education Plan that includes goals in all of the following areas:
      - (1) Individualized/Functional Academics
      - (2) Life Skills
      - (3) Employability Skills
      - (4) Transition
  - b) Transition Plan
    - i) Completion of a transition plan modeled on the Ministry defined Transition Plan including:
      - (1) An outline of options that have been considered for post-secondary and career
      - (2) Identification of those involved
  - c) Work Experience/Community Service
    - i) Completion of up to thirty (30) hours of work or volunteer experience
      - (1) The experience could be in school, supported work experience in the community or independent work experience.
      - (2) The experience is to be documented with letters of reference as appropriate
  - d) Physical Activity
    - i) Completion of up to eighty (80) hours of physical activity in school, home or community
    - ii) The physical activity may be defined as participation in one (1) or more physical activities which could include physiotherapy, community based activities, Special Olympics, adapted or regular Physical Education courses

## SAFETY POLICIES

### EMERGENCY DRILL POLICY

Surrey Christian School holds a minimum of four fire drills and two earthquake drills per year at each campus.

## EMERGENCY POLICY

**Board Confirmation Date: April 28, 2014**

Staff (supervisory/teacher/principal) is responsible for assuring the immediate safety of all students. Staff at scene will proceed with action and alert necessary help (first aid, secretary, etc.) Parent(s) is notified of any incidents and will be asked to assist if out-of-school medical attention is needed. Staff member should complete an accident report form that is filed in the office. Any grounds/building concerns that may have contributed to the accident are brought to the immediate attention of the Director of Maintenance.

## FIELD TRIP POLICY

**Board Confirmation Date: April 28, 2014**

Before permission for a field trip is given classroom teachers must complete a field trip authorization form two weeks prior to scheduled date outlining purpose, date, cost, volunteers etc. Cell phones are taken along so that the teacher and secretary can maintain communication in the event of a time delay, emergency or accident, and to confirm time(s) of arrival, departure. Parent drivers are used for local field trips; school buses are used for field trips that go on longer trips. A first aid kit must be taken along on all field trips.

**Overnight Trips – To be developed.**

## SUPERVISION POLICY

**Board confirmation date: April 28, 2014**

- 1) In or around the school building (before, during and after school):  
Each campus has its own supervision schedule that is posted in the staff room. Staff members are assigned to specific areas for inside or outside duty. Major disciplinary incidents are dealt with by the administration. Should first aid be required the necessary steps are taken to address the injury. Accident reports are filled out by the classroom or duty teacher and filed in the first aid area.
- 2) While away from the school on field trips:  
In the planning stages of medium to high risk field trips, parents will receive information letters as well as permission slips. For low risk field trips the consent signed on the registration forms each year are sufficient. We follow all appropriate protocols as outlined in the Youth Safe Outdoors: Offsite Safety for BC Schools binder.

## COMMUNICABLE DISEASE POLICY

**Board Confirmation Date: April 28, 2014**

The need for Christian school societies to envelop a comprehensive policy on communicable diseases has become compelling given the recent rise and continuing spread of Acquired Immune Deficiency Syndrome (AIDS) and its associated illnesses in our society. The fact that this disease is so debilitating and insidious requires responsible school boards to develop policies and guidelines which are sensitive both to the realistic health risks for students and staff as well as to the victims of this and other diseases. Any policy adopted by a Christian school board ought to embody a Christ-like approach in dealing with students and staff afflicted by these diseases. As such, a “communicable disease policy” should reflect both a compassionate love for our neighbours and a clear

understanding of the issues and risks involved. We must not let our fear of the disease cripple or obscure the task of developing a balanced approach to these diseases. Also, any policy must meet all the relevant legal criteria. It is with this understanding in mind that the following policy has been drafted.

Throughout this draft policy, reference is continually made to the term “communicable disease.” Communicable disease includes, but is not limited to, AIDS, AIDS Related Complex (ARC), Human Immunodeficiency Virus (HIV) sero-positive, Hepatitis B, and any other disease included by the local public health unit which may present a serious health risk for those who come into contact with the disease or the disease carrier.

Because the diagnosis of AIDS or associated illnesses often evokes fear and even panic in most persons in contact with the infected individual, the right of a student or staff member to privacy must be paramount. Only those individuals who truly need to know ought to be apprised of the situation. All information divulged must be treated with the utmost confidentiality. This will help to prevent social isolation and ostracism by fellow classmates and staff members.

1) Risks Associated with School Attendance

a) Risks of Infection to Classmates and Staff:

In the everyday social contact setting of the school environment, there is an extremely remote risk of transmission of the virus among children and staff. There is a THEORETICAL potential for transmission when open skin sores or broken mucous membranes come in contact with blood or other body fluids of an infected person. These circumstances are more likely to occur in institutions for very young children who still lack bowel and/or bladder control and are diapered. Also mentally handicapped children who lack control of their secretions and excretions or who exhibit aggressive behaviour, such as biting or striking, pose a higher risk.

b) Risks of the Social Environment to a Child With a Communicable Disease:

A child with a communicable disease may have immune system damage which renders the child more susceptible to infectious diseases such as chicken pox, measles, and herpes simplex. The risk to the child is greater in the school or day-care setting than in the home.

c) Risk of Transmission by Infected Adults:

Staff members who have a communicable disease, particularly HIV infection, pose no risk to other staff or students since casual social contact does not allow for the exchange of infectious body fluids.

2) Recommendations

a) Recommended guidelines for prevention of infection from a communicable disease – The following information is provided to assist persons providing first aid in schools. It is recommended that these guidelines regarding handling of bodily fluids are followed by all persons.

- i) Avoid handling blood as well as vomit, urine, fecal matter, and other body fluids where possible. If it is reasonable, have the injured person care for themselves under supervision.
- ii) When necessary to handle blood, wear gloves. Vinyl, non-sterile ones are adequate, and only the hand touching the blood needs to be gloved. This is particularly important if the person handling body fluids has any kind of open sore or wound.
- iii) Slight wounds, such as small cuts and abrasions, provide minimal exposure to blood while deep wounds or nose bleeds provide more blood exposure. Therefore, use discretion when considering using gloves.
- iv) Gloves may be washed with soap and water and be reused.
- v) If a person's body fluids do come into contact with the first aid attendant's hands or body, wash such fluids off with soap and water as quickly as possible.

- vi) Dressings and materials used to cleanse or cover wounds should be disposed of in a covered receptacle lined with a plastic bag. The entire plastic bag is to be removed at the end of each day and the receptacle relined.
- vii) Normal household bleach should be applied to any blood spills on the floors or furniture prior to cleaning up. Hot water and soap can be used on areas where bleach would cause damage.
- b) Recommendations for school-aged children with a communicable disease.
  - i) General recommendations
    - (1) A student with a communicable disease should be allowed to attend school without restriction unless there are significant risks to others from the student's attendance.
    - (2) An uninfected student who has a family member with a communicable disease should not be excluded from school.
    - (3) Routine screening of students for communicable diseases is not warranted.
  - ii) Specific procedures to be implemented in the event of serious infections, applicable to students presently attending school and new students being considered for admittance.
    - (1) Each student with a communicable disease should be assessed on an individual basis by the family physician and the public health officer for the school, and/or those who need to know (the communicable disease panel as described below).
    - (2) The assessment for attendance should be based on the behavior, development and physical condition of the child and the expected type of interaction with others in that setting.
    - (3) Involvement of the parent or guardian is essential to ensure that all facts are taken into account and that everyone understands the rationale for the final decision.
    - (4) The identity of the student with a communicable disease should be kept confidential with the exception of hepatitis (and other more common illnesses such as chicken pox, measles etc.) since the possible inoculation of those in close contact with the child may be considered. School staff need not be informed that a student with HIV infection is in the school.
    - (5) If, in the opinion of the Fraser Health Authority or the family physician, it is necessary to inform school personnel of the child's infection, then the information should be restricted to those officials who need to know (presumably the principal and the school nurse). The parents must be made aware of the intention to inform and should be a participant during the transmission of this information to ensure that everyone involved understands the situation and the implications of any actions, legal or otherwise, which may be taken. The decision to inform is most often required when the child's health status requires consideration of alternative or special educational arrangements.
    - (6) If the student's health permits, and in the absence of special risk factors, the benefits of unrestricted school attendance outweigh the infected student's risk of acquiring potentially harmful infections in the school setting and the extremely remote risk of transmission of the infection in the school environment. The condition of the child should be monitored regularly by the family physician and the Fraser Health Authority and changes in the student's school program should be recommended if necessary.
- c) Recommendations for staff with a communicable disease
  - i) It should be the duty of every staff member who suspects that they may have a communicable disease to obtain a medical opinion as to the state of their health.
  - ii) Staff members with a communication disease should be allowed to continue to work without restriction, unless it is determined by the Communicable Disease Panel that:
    - (1) There are significant health risks to others from that staff member's present at school

- (2) That the staff member has become too sick to adequately carry out the required duties of his/her work.
- iii) The identity of any staff member with a communicable disease should be kept confidential by all persons required to know.
- iv) Any staff member with a communicable disease who wants to take medical leave or who becomes too sick to continue work should have full access to sick leave, long term disability, medical benefits, and all other provisions which exist for that staff member under his/her contract of employment.
- v) In-service education programs should be made available to all staff members concerning communicable diseases. These programs should be conducted as required and as new information becomes available.
- vi) School first aid attendants who render first aid or other medical services should be informed about the standard precautionary measures stated in this policy. Each school should have at least one certified first aid attendant on staff.
- d) The structure and task of the communicable disease panel:
  - i) In the event that either a staff member or a student should become infected with a communicable disease, the appropriate school personnel (presumably the principal) would only become informed of such an infection if the parents of the infected child or the infected staff member choose to make such information available. The physician of the infected person is bound by a duty of confidentiality, and although he may at some time, due to extreme circumstances, inform the school personnel, he/she is under no real obligation to inform anyone. Therefore, parents of all students, as well as all staff members, ought to be made aware of their obligation and responsibility to inform the school principal if their infection would put others at risk.
  - ii) If a principal would become informed by either an infected staff member or a parent of an infected student, and conflict or disagreement should arise as to an appropriate course of action, a Communicable Disease Panel should be convened to resolve such difficulties. Such a panel may be convened by either the principal or the parents of an infected child or an infected staff member.
  - iii) The Communicable Disease Panel's decision should be binding on all parties involved.
  - iv) The Communicable Disease Panel should consist of the following people:
    - (1) the infected staff member or parents of the infected student
    - (2) the school principal or some other member of the school society designated to represent the interests of the school
    - (3) the public health nurse/and or public health doctor
    - (4) the family or personal physician
  - v) The Communicable Disease Panel should have regard to the following factors in making their decisions:
    - (1) the health risks to other students and staff members
    - (2) the physical and mental condition of the infected individual
    - (3) the demonstration of risky or harmful behavior by the infected individual
    - (4) the infected individual's medical history and current medical status (if he/she willing to release such information to the other members of the panel)
    - (5) the educational or work options available to the infected individual



- (6) panel members should keep the identity of an infected individual strictly confidential. It is up to the infected staff member or parents of an infected student whether knowledge of such an infection should be made public.

**Concluding Comments:**

A regular review of all the principles and procedures in this policy ought to be implemented so that this policy can be kept in line with current medical knowledge concerning communicable diseases.

## STUDENT TO STUDENT HARASSMENT POLICY

**Board Confirmation Date: April 28, 2014**

Harassment refers to behaviours, gestures, comments or displayed materials of a sexual, racial, gender-based, religious or personal nature that create an intimidating, hostile, or offensive educational learning environment. The issue of sexual harassment refers to any unwelcome conduct of a sexual nature that detrimentally affects the learning environment or leads to adverse consequences for the person being harassed. Claiming that an action was unintentional is no excuse, either legally or in our school setting. Harassment is discriminatory and disrupts the environment of mutual respect, cooperation and trust, which is crucial for ensuring a healthy and productive school community. All students and school employees are expected to conduct themselves with respect for the dignity of others. If a student has concerns about the nature of any physical contact or conduct by an adult employed by the school, fellow student, or by a member of the public, the student should immediately report this to the principal, assistant principal, or school counselor. Students are encouraged to report any conduct or contact that makes them feel uncomfortable, is bothersome, or is contrary to a stable learning environment. Formal disciplinary action may include, but are not limited to suspension or expulsion. A record of offences will be kept.

## ANTI-BULLYING POLICY

**Board Confirmation Date: April 28, 2014**

Harassment or bullying is a pattern of repeated aggressive behavior with negative intent directed from one child to another where there is power imbalance. This aggressive behaviour can be physical, verbal, or via social media and can involve social alienation. It is repeated over time, is intended to hurt and involves a power imbalance.

All staff members are to become knowledgeable of bullying behaviours. The school counselor should review these on a yearly basis. Staff members who recognize harassment/bullying behaviours are to deal with them as outlined below:

- 1) Describe the behavior. (e.g. You have been pushing Johnny in such a way as to hurt him.)
- 2) Respond by stating expectations.
- 3) Inform the parents without revealing the identity of the other student(s).
- 4) Check back with both students to see if the problem has been solved.

If the bullying behavior persists:

- 1) Confront the student about the behavior.
- 2) Prohibit the behavior or set limits through appropriate punishment.
- 3) Involve the principal, counselor, and parents (meeting separately and confidentially.)

If bullying behaviour continues to escalate:

- 1) Refer to a disciplinary committee.
- 2) May need to refer to policy and/or the Ministry for Children and Families.

Reference: "Focus on Bullying", Ministry of Education

## DISCRIMINATION PROTECTION POLICY (AS ADOPTED FROM FISA)

**Board confirmation date: June 6, 2016, revised September 19, 2016**

The safety and wellbeing of children in independent schools is of paramount consideration. Children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. Therefore, FISA BC independent school member associations and their affiliated schools will ensure that children attending these schools will experience a learning environment that enables every child to feel safe, accepted and respected.

Surrey Christian School will continuously develop strategies to make students feel valued, respected and connected within the school community. This will include the protection of the students' physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity and expression, while remaining consistent with Surrey Christian School's faith-values, cultural perspectives and philosophical values.

There are many strategies and activities that can be employed within Surrey Christian School to enable students to feel safe, accepted and respected, and to facilitate a conversation on strengthening the learning environment for children such as:

- Engage students in the decision-making process of policies and activities that build community
- Engage parents in the educational program and school life of their children
- Encourage parents to share their culture and expectations
- Promote open communication among administrators, teachers, staff, students, families and communities
- Be proactive in connecting with students that are experiencing academic or social issues
- Communicate expectations, values and norms that support positive health and academic behaviour in the school community
- Acknowledge students by name
- Be visible within the school during class transitions, breaks, before/after school
- Find ways to acknowledge students for their contributions in the school community, including those where improvement comes only in small increments.

## CHILD ABUSE AND NEGLECT POLICY FOR EMPLOYEES (FISA 2011)

**Board approval date: April 30, 2012, re-approved with whole manual April 28, 2014; changes approved January 16, 2017**

### 1. Preamble

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 independent school authorities and personnel, the Ministry of Children and Family Development, and the police to respond effectively to incidents of suspected child abuse and neglect and to ensure that children are protected.

Surrey 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.

This policy is based on the 2016 BC Handbook for Action on Child Abuse and Neglect.

## 2. Purpose

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

Surrey Christian School 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 Policies and Procedures Manual of Surrey Christian School and is available from the administration.

## 3. Guiding Principles: The following guiding principles are provided to inform all parties serving children and families.

- a. The safety and well-being of children are the paramount considerations.
- b. Children are entitled to be protected from abuse, neglect, harm or threat of harm.
- c. 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.
- d. If an employee thinks a child is being abused or neglected, that employee has the legal duty to report their concern to the local child welfare worker.

## 4. 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. The school vice principals are designated as alternate ASO. This is in place to give personnel an alternate ASO if the previous ASO is suspected of being involved in the abuse/neglect investigation.
- b. Any school personnel who suspect or have information that a child is being abused or neglected or at risk of being abused or neglected, must promptly contact the Ministry of Children and Family Development (MCFD) or the Aboriginal Child and Family Services Agency (See Appendix A for contact information) AND the Appointed School Official. If the Appointed School Official is the alleged abuser, then school personnel, after reporting to the previously mentioned agencies, will report to the Superintendent, head, or chairperson of the Board of Directors governing the school. It is the legal duty of all persons who have

- concerns that a child is being or is likely to be abused or neglected to report to the appropriate authorities, who will assess the report and, if appropriate, conduct an investigation. (CFCSA Section 13)
- c. Anyone who has reason to believe that a child has been or is likely to be physically harmed, sexually abused or exploited, or neglected by a parent or guardian, or otherwise in need of protection as set out in Section 13 of the *Child, Family and Community Services Act* is legally responsible under Section 14 of the Act to report promptly to a child welfare worker. “Reason to believe” simply means that, based on what was seen or information received, a person believes a child has been or is likely to be at risk. The reporter need not be certain. It is the child welfare worker’s job to determine whether abuse or neglect has occurred or is likely to occur. School personnel, who are uncertain about their duty to report, will consult with a child welfare worker who can discuss the options and appropriate course of action (See Appendix A for contact information).
  - d. The police must be contacted immediately if the child is in any immediate danger.
  - e. School personnel will not contact the parents or guardians who may be involved in allegedly abusing the child; this is the responsibility of the child welfare worker.
  - f. School personnel will cooperate fully with any resulting investigation, including assisting with the interviews of children and staff as necessary.
  - g. The school will protect personal information regarding the investigation, including the reporter’s identity, against improper or unauthorized disclosure or use. School personnel should not share information with outside agencies about child abuse investigations, particularly if the police are involved.
  - h. The Appointed School Official will ensure that the school environment is safe during any investigation.
  - i. School personnel will support students who are victims of child abuse or neglect.
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*”, “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 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.
- 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. In addition to the authority provided in the Independent School Act (ISA), Surrey Christian School has the following policy(s) dealing with professional misconduct of employees: See employment contract.
- e. 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

- f. 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

- g. 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.

Staff will be reminded on an annual basis of the protocols for the recognition and reporting of child abuse and/or neglect.

**QUICK REFERENCE**

<b>POSSIBLE INDICATORS OF CHILD ABUSE AND/OR NEGLECT</b>
<ul style="list-style-type: none"><li>• Unexplained bruises, different coloured bruises, welts, cuts, burns, bite marks-especially on the face,</li></ul>

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.

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

If the child is not in immediate danger, but you have reason to believe that he or she has been or is likely to be abused or neglected, call a local child welfare worker at MCFD. Contact information is listed in Appendix A of this policy. If it is after hours and you are not sure whom to call, phone the Helpline for Children toll free at 310-1234 (no area code) any time of day or night from anywhere in BC.

FISA BC note to users of this Sample Policy:

Schools must list the relevant numbers for their school jurisdiction, including contact information for the principal or Appointed School Official. Some schools may need to list several MCFD numbers to reflect the regional enrolment at the school.

1. To report a case of suspected abuse and neglect to the Ministry of Children and Family Development, 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 – 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.

2. To report that a child is in immediate danger and/or a criminal offence against a child has been or is likely to be committed, please call the local police or 911.

## Appendix B

### Frequently Asked Questions

1. 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 *The BC Handbook for Action on Child Abuse and Neglect - For Service Providers*.

- a. 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.

<b>POSSIBLE INDICATORS OF PHYSICAL ABUSE</b>
<p><b><i>Physical Indicators</i></b></p> <ul style="list-style-type: none"><li>• any injury to an infant who is not yet mobile, especially head/ facial injuries</li><li>• 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</li><li>• injuries at different stages of healing</li><li>• injuries that have a pattern or look like they may have been caused by an object (hand, stick, buckle, stove element)</li><li>• bruising in unusual places such as ears, trunk, neck or buttocks</li></ul> <p><b><i>Behavioural Indicators</i></b></p> <ul style="list-style-type: none"><li>• afraid or reluctant to go home, or runs away</li><li>• shows unusual aggression, rages or tantrums</li><li>• flinches when touched</li><li>• has changes in school performance and attendance</li><li>• withdraws from family, friends and activities previously enjoyed</li><li>• poor self-esteem (e.g. describes self as bad, feels punishment is deserved, is very withdrawn)</li><li>• suicidal thoughts or self-destructive behaviour (e.g. self-mutilation, suicide attempt, extreme risk-taking behaviour)</li></ul>

- b. Sexual Abuse  
Sexual abuse occurs when a child is used (or likely to be used) for the sexual gratification of another person. It includes:
  - i. touching or invitation to touch for sexual purposes
  - ii. intercourse (vaginal, oral, or anal)



- iii. menacing or threatening sexual acts, obscene gestures, obscene communications or stalking
- iv. sexual references to the child's body/behaviour by words/gestures
- v. requests that the child expose their body for sexual purposes
- vi. deliberate exposure of the child to sexual activity or material
- vii. sexual aspects of organized or ritual abuse

c. 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:

- i. performing sexual acts
- ii. sexually explicit activity for entertainment
- iii. involvement with escort or massage parlour services
- iv. 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.

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

c. 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:

- i. scapegoating
- ii. rejection
- iii. verbal attacks on the child

- iv. threats
- v. insults
- vi. 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:

- i. anxiety
- ii. depression
- iii. withdrawal
- iv. self-destructive or aggressive behaviour

<b>POSSIBLE INDICATORS OF EMOTIONAL ABUSE</b>
<p><b>Physical Indicators</b></p> <ul style="list-style-type: none"> <li>• bed-wetting and/or frequent diarrhea</li> <li>• frequent psychosomatic complaints, headaches, nausea, abdominal pains</li> </ul> <p><b>Behavioural Indicators</b></p> <ul style="list-style-type: none"> <li>• mental or emotional development lags</li> <li>• isolated and has no friends or complains of social isolation</li> <li>• behaviours inappropriate for age</li> <li>• fear of failure, overly high standards, reluctant to play</li> <li>• fears consequences of actions, often leading to lying</li> <li>• extreme withdrawal or aggressiveness, mood swings</li> <li>• overly compliant, too well-mannered</li> <li>• excessive neatness and cleanliness</li> <li>• extreme attention-seeking behaviours</li> <li>• poor peer relationships</li> <li>• severe depression, suicidal ideation</li> <li>• runaway attempts</li> <li>• violence is a subject for art or writing</li> <li>• forbidden contact with other children</li> <li>• shows little anxiety toward strangers</li> <li>• unusual severe anxiety or worries</li> </ul>

c. 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.

<b>POSSIBLE INDICATORS OF NEGLECT</b>
<p><b>Physical Indicators</b></p> <ul style="list-style-type: none"> <li>• injuries where medical care has been unusually delayed or avoided</li> <li>• injuries resulting from a lack of supervision</li> </ul>

- 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

d. Failure to Thrive

A child who has stopped growing and/or has experienced significant weight loss may be suffering from “failure to thrive” syndrome. Medical assessment is necessary to determine whether the syndrome is organic or non-organic in origin.

**POSSIBLE INDICATORS OF FAILURE TO THRIVE**

**Physical Indicators**

- Appears pale, emaciated, has “sunken cheeks”;
- Body fat ratio is extremely low (e.g. wrinkled buttocks);
- Skin may feel like parchment paper as a result of dehydration; or
- Significant developmental milestones have not been attained within their age range (e.g., cannot hold head up at six months of age, cannot walk at 18 months).

**Behavioural Indicators**

- Appears lethargic and undemanding (e.g., cries very little);
- Uninterested in environment or surroundings; or
- Displays little or no movement (e.g., lies in crib motionless).

2. 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;
- 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.

2.0 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:

- a. The child's name, age, address, and phone number
- b. Any immediate concerns for the student's safety
- c. Why you believe the child needs protection
- d. Any statements or disclosures the student has made
- e. The alleged offender's name, address, and relationship to the child, if known.
- f. Any other children, such as siblings, who may be involved or at risk
- g. Any previous incidents or concerns for the child
- h. 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 C

### Legislation and Government Protocols

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

1. The [Child, Family and Community Service Act](#)
2. The [Criminal Code of Canada](#)
3. [Freedom of Information and Protection of Privacy Act](#)
4. [Youth Criminal Justice Act](#)
5. [The BC Handbook for Action on Child Abuse and Neglect – For Service Providers](#)
6. [Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report](#)

## Appendix D

### Glossary/Definitions

**Appointed School Official:** The person designated by the authority/school to take responsibility for child abuse and/or neglect cases on behalf of the school.

**Aboriginal:** Includes First Nations, Inuit, and Metis peoples

**Authorized Person:** A certificate holder, or a person who holds a letter of permission issued under section 35 of the Teachers Act.

**Child:** Anyone under the age of 19 in British Columbia; Ref: *Child, Family and Community Service Act (CFCSA)*

**Child Welfare Worker:** A person delegated under the CFCSA to provide child welfare services, including responses to suspected child abuse and/or neglect

**Delegated Aboriginal Child and Family Services Agency:** An organization that provides culturally-appropriate services to Aboriginal children and families, and whose child welfare workers have delegated authority under the *Child, Family and Community Service Act* to provide child welfare services, including responses to suspected child abuse and/or neglect

**Independent School Authority:** Generally means a society with a board of directors registered under the Society Act, operating an independent school

**Parent or Guardian:** The mother of a child; the father of a child; a person to whom custody of the child has been granted by a court order or agreement; or a person with whom the child resides and who stands in place of the child's mother or father

**Partner Agency:** Refers to an agency that has been established by government for purposes of contact, communication and information sharing on child abuse, and for the purpose of this policy, include the Ministry of Children and Family Development, Delegated Aboriginal Child and Family Services Agencies and the police

**Service Provider:** Any of a wide range of employees, contractors, and volunteers who provide services for children and families in an independent school. Extensive child support is also provided through agencies in the community (See page 8 of the *BC Handbook for Action on Child Abuse and Neglect – For Service Providers* for an extended list)

## PHYSICAL RESTRAINT AND SECLUSION POLICY

**Board confirmation date: September 19, 2016**

The School Board strives to ensure a safe, orderly and caring school environment for all students and staff.

The Board believes that behavior interventions for all students emphasize prevention and positive behaviour supports, as well as the implementation of interventions to de-escalate potentially unsafe situations. The purpose of this policy is to develop guidelines that protect the dignity, well-being and safety of the individual and others (the students, staff and other individuals), when physical restraint or seclusion is used as a last resort when someone's safety is at risk.

The Board recognizes that the use of emergency physical restraint or seclusion procedures may be necessary when a student presents imminent danger to themselves or others.

### Definitions:

1) **Physical Restraint** is defined by the Ministry of Education as “a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others”.

#### **Physical Restraint is not:**

- The provision of ‘physical escort’ (i.e. Temporary touching or holding of a student's hand, wrist, arm, shoulder or back) for the purpose of accompanying and inducing a student who is acting out to walk to a safe location.
- The provision of physical guidance, or prompting of a student when teaching a skill or redirecting attention.
- The provision of comfort to a student.

2) **Seclusion** is defined by the Ministry of education as “the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving”.

#### **Seclusion is not:**

- When a student has personally requested to be in a different/secluded location/space.
- Use of a behaviour strategy, such as time-out, used for social reinforcement as part of a behaviour plan.

3) **Time-out** is the removing of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time as a consequence of a specific undesired behaviour. Time-out involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behaviour.

Time-out is only one option along a continuum of behaviour interventions supporting behaviour change. Typically, time-out is used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.

**Principles:**

- 1) Physical restraint and seclusion procedures are emergency, not treatment, procedures and are used only in exceptional circumstances where a student is in imminent danger of causing harm to self, students, school personnel or others.
- 2) All incidents of physical restraint and seclusion or the use of “time out” outside of a classroom that has occurred is documented.
- 3) All incidents of physical restraint and seclusion will be reported to the school administrator/designate.
- 4) All school personnel will be provided with opportunities to participate in training in positive behaviour interventions and supports and de-escalation techniques.
- 5) All school personnel who work directly with a student in situations where there is a potential for imminent danger of serious physical harm to the student or others must be trained in crisis intervention and the safe use of physical restraint and seclusion.
- 6) Parents and, where appropriate, students are offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.
- 7) Prevention/intervention strategies are reviewed and revised in situations where:
  - Repeated use of physical restraint or seclusion for an individual student occurs
  - Multiple use of physical restraint or seclusion occurring within the same classroom
  - Physical restraint or seclusion is repeatedly used by an individual staff member
- 8) This policy will be reviewed on an as-needed basis by Administration and/or those responsible for developing policy, but no less frequently than once a year to ensure alignment with current research and practice.

**Procedures and Guidelines for the use of Physical Restraint and Seclusion in School Settings:**

- 1) Physical restraint and seclusion are used only in exceptional circumstances where a student is in imminent danger of causing harm to self or others.
- 2) Where a student’s behaviour could cause harm to self or others, restraint or seclusion may be required until such time as the imminent danger of serious harm to self or others has dissipated. Physical restraint and seclusion is to be discontinued once imminent danger or serious self-harm or harm to others has dissipated.
- 3) Physical restraint and seclusion procedures are only used as emergency, not treatment procedures. Neither physical restraint nor seclusion procedures are used as punishment, discipline or to force compliance.
- 4) School personnel will make every effort to structure learning environments, and to provide a variety of learning supports that make physical restraint and seclusion unnecessary.
- 5) School personnel will implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.
- 6) All school personnel will be provided with opportunities to participate in training in positive behaviour interventions and supports and de-escalation techniques.
- 7) The School has on staff, individuals who are trained in positive behaviour intervention supports, conflict de-escalation, and crisis de-escalation and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.
- 8) All school personnel who work directly with a student in situations where there is a potential for imminent danger of serious physical harm to the student or others must be trained in crisis intervention and crisis intervention and the safe use of physical restraints.
- 9) A positive behaviour support plan and a safety plan will be developed for each student whose behaviour could potentially pose imminent danger of harm to self or others. Development of the behaviour plan may include a functional behaviour assessment. These plans are attached to the student’s Individual Education Plan (IEP), and are reviewed at least annually.

An **Individual Education Plan (IEP)** outlines the student’s learning outcomes, required learning support services, and instructional and assessment methods.

A **Functional Behaviour Assessment** or other educational assessments, are provided for all students whose pattern of behaviour impedes their learning or the learning of others - to inform the development of behaviour plans.

A **Positive Behaviour Support Plan** (behaviour plan) describes positive behaviour intervention supports and conflict de-escalation procedures that are in place. These plans incorporate positive behaviour interventions, and include instruction in appropriate behaviour and strategies that will help students learn to de-escalate their behaviour.

A **Safety Plan** is a plan developed by an interdisciplinary team to provide parents and educators guidance for interrupting and redirecting potentially harmful behaviours. A safety plan details emergency and safety procedures which may include the use of physical restraint and seclusion as a last resort when there is a danger to the student, self or others.

- 10) Parents and, where appropriate, students are offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.
- 11) **Physical restraint** will:
  - follow all health and safety policies or regulations, including WorkSafeBC regulations.
  - Be controlled and only undertaken with only as much force as is necessary to avoid harm
  - use the approved restraining techniques
  - never be used in a manner that could, in any way, cause harm to the student, including but not limited to:
    - Restricting the student's breathing;
    - Placing the student face down on the student's stomach or face up on the student's back; or
    - Using mechanical devices;
  - be conducted in the presence of another staff member whenever possible
- 12) **Seclusion** will:
  - follow all health and safety policies or regulations, including WorkSafeBC regulations.
  - never be used in a manner that could, in any way, cause harm to the student, including but not limited to:
    - Restricting the student's breathing;
    - Placing the student face down on the student's stomach or face up on the student's back; or
    - Using mechanical devices;
  - be conducted in the presence of another staff member whenever possible

Any student placed in **seclusion** will be:

  - placed in a safe space free of all items that could cause harm and will not jeopardize the student's health and safety
  - continuously visually observed by an adult who is physically in close proximity throughout the period of seclusion
  - supported by an adult who is able to communicate in the student's primary language or mode of communication
- 13) The school will make reasonable efforts to ensure:
  - appropriate positive behaviour intervention supports and conflict de-escalation procedures are in place;
  - development, by the school-based team, of positive behaviour supports and interventions, behaviour plans, emergency or safety plans for each student whose behaviour could potentially pose imminent danger of harm to self or others; and
  - opportunities for parents and, where appropriate, students to be consulted in the development of these plans.
- 14) All incidents of physical restraint and seclusion will be reported to the school administrator/designate. This includes the completion of the '**Physical Restraint/Seclusion Incident Report**' form.



- 15) Use of 'time out' outside of a classroom, where a student is sent to an administrator or to another location such as a 'time out' room will be recorded in the '**Time Out Log**'.
- 16) If a staff member is injured during physical restraint or seclusion, a '**Staff Injury Incident Report**' must be completed and given to the Principal in accordance with WorkSafe regulations. This includes the completion of the following forms:
  - **Staff Injury Incident Report**
  - **Worker's Report of Injury or Occupational Disease to Employer (Form 6A)**
  - **Employer's Report of Injury or Occupational Disease**
  - **Workplace Violence Risk Assessment (WVRA)**
- 17) If a student is injured during physical restraint or seclusion, the injury must be documented in the '**Physical Restraint/Seclusion Incident Report**' and given to the Principal.
- 18) A review/revision of prevention/intervention strategies will occur in cases where there is:
  - Repeated use of physical restraint or seclusion for an individual student
  - Multiple use of physical restraint or seclusion occurring within the same classroom
  - Repeated use of physical restraint or seclusion by an individual staff member
- 19) This policy will be reviewed on an as-needed basis by Administration and/or those responsible for developing policy, but no less frequently than once a year to ensure alignment with current research and practice.

**Guidelines for Communication with School Staff:**

- 1) Follow-up after each incident involving the use of physical restraint or seclusion:
  - a. School staff will notify the principal or designate as soon as possible after an incident and prior to the end of the school day on which the incident occurred.
  - b. The principal or designate will notify the administrator responsible for student support services, as soon as possible after an incident and prior to the end of the school day on which the incident occurred.
- 2) School staff are required to document every instance of the use of physical restraint or seclusion. Documentation will include the date, time and place of the use of restraint or seclusion; persons involved in the incident and the name of any witnesses to the incident; a description of the incident; and any other pertinent facts.
  - a. School staff is required to use the "Incident Report; Physical Restraint and Seclusion" form
  - b. Completed forms will be forwarded to the principal or designate as soon as possible.

**Guidelines for Communication with Parents:**

- 1) The school principal or designate will notify parents/guardians as soon as possible after an incident and prior to the end of the school day on which the incident occurred.
- 2) There will be debriefing scheduled with involved school personnel; parents/guardians of the student; and where possible, with the student – to examine what happened, what caused the incident, and what could be changed (e.g. Preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary).

**INFORMATION AND INSTRUCTIONS FOR TRANSPORTATION OF PUPILS BY VOLUNTEERS**

**Board Confirmation Date: April 28, 2014**

The Ministry advises that the school set their own standards to ensure the safety of children being transported. Accordingly, the following guidelines are established as minimal measures to be taken by staff members who are involved in arranging for the transportation for pupils in privately owned vehicles whether driven by a volunteer, pupil or teacher.

- 1) The driver is known to school personnel, has a valid driver's license and appears competent to drive.

- 2) Verifies that the vehicle has a current license plate/insurance.
- 3) Verifies that there is a functional seatbelt for each passenger assigned to the vehicle and instructs the driver to ensure that they be used.
- 4) Ensures that proper seating is used (i.e. booster/car seats) are used from PreK – Grade 4 (age of 9 or student is 4’9” in height)
- 5) The teacher and administration will ensure a list of the drivers and automobiles and its passengers are recorded for each trip. The Society carries an excess liability insurance policy which extends the vehicle owner coverage (volunteer parent, teachers, etc...) while driving for a school sponsored activity to \$ 10,000,000.

## RISK MANAGEMENT POLICY

**Board Confirmation Date: April 15, 2013, re-approved with whole manual April 28, 2014**

- 1) Preamble
 

SCS is committed to managing risks to the organization. We take the safety, well-being and satisfaction of our community seriously. While we are not averse to taking organizational risks and pursuing opportunities, we will do so thoughtfully and in an informed manner.
- 2) Purpose
  - a) The aim of this policy is to provide a guiding statement on how risk management is to be performed within SCS. In general, we view risk management as a comprehensive approach to improving organizational performance. This policy has other purposes as well, namely:
    - i) Reinforcing an understanding of risk management as having a broad focus, beyond merely preventing lawsuits and financial losses;
    - ii) Performing an educational function for staff, volunteers, and members;
    - iii) Over the longer term, contributing to enhancing a ‘risk management culture’ within SCS.
  - b) Ultimately, successful risk management has the following benefits for SCS:
    - i) Prevents or limits injury or losses to volunteers and staff;
    - ii) Helps to protect SCS against litigation;
    - iii) Ensures that SCS is compliant with all applicable laws, regulations and standards;
    - iv) Improves the quality and relevance of the programs and services that SCS provides to its students, members, , partners and sponsors;
    - v) Promotes improved business management and human resource management practices;
    - vi) Enhances SCS’s brand, reputation and image in the community;
    - vii) Overall, enhances SCS’s ability to achieve its strategic objectives.
- 3) Scope and Authority
  - a) The Superintendent (or authorized designate) is appointed as Risk Manager for SCS, responsible for the implementation, maintenance and communication of this policy. This policy applies to all activities undertaken by SCS Policy. SCS makes the following commitments to its members:
    - i) All activities and events undertaken by SCS will be analyzed from a risk management perspective;
    - ii) Systematic and explicit steps will be taken to identify, assess, manage and communicate risks facing SCS;
    - iii) Risk control strategies will be reasonable and will reflect the given standard of care in any circumstance (where standard of care is determined by written/published standards, industry practices, established case law precedent, and common sense).

- b) SCS acknowledges that risk management is a broad activity and a shared responsibility. All directors, officers, staff, and volunteers have an ongoing responsibility to take appropriate measures within their scope of authority and responsibility to identify, assess, manage and communicate risks.
- 4) The Risk Management Process
- a) Managing risks involves three steps:
    - i) identify potential risks using an informed environmental scan approach
    - ii) assessing the significance of a risk by considering its possibility and consequences
    - iii) developing and implementing measures to address those risks deemed significant by reducing possibility, consequences or both.
  - b) Risks arise from a number of categories of SCS 's operations. SCS has determined that the following categories will be used when identifying risks:
    - i) Operational/Program Risks
    - ii) Compliance Risks
    - iii) Communication Risks
    - iv) External Risks
    - v) Governance Risks
    - vi) Finance Risks
  - c) All risks faced by SCS can be addressed by one or more of the following four general strategies:
    - i) *Retain* the risk – no action is taken because the possibility and consequence of the risk is low. It may also be that the risk is inherent in the activity itself and thus can be accepted in its present form.
    - ii) *Reduce* the risk – steps are taken to reduce the possibility of the risk, and/or its potential consequences, through efforts such as improved planning, policies, delivery, supervision, monitoring or education.
    - iii) *Transfer* the risk – accept the level of risk but transfer some or all of it to others through the use of insurance, waiver of liability agreements or other business contracts.
    - iv) *Avoid* the risk – eliminate the risk by avoiding the activity giving rise to the risk – in other words, simply decide NOT to do something, or to eliminate some activity or initiative.
  - d) The above general strategies translate into a variety of risk control measures, which for SCS may include (but are not limited to):
    - i) Development of policies, procedures, standards and rules
    - ii) Effective communication
    - iii) Education, instruction, professional development and specialized training
    - iv) Ensuring a core set of organizational values have been identified, defined and communicated throughout SCS
    - v) Adherence to minimum, mandatory qualifications and/or certifications for key staff and leaders
    - vi) Use of robust and legally sound contracts (codes of conduct, employment agreements, contractor agreements, partnership agreements)
    - vii) Improving role clarity through use of written position descriptions and committee terms of reference
    - viii) Supervision and monitoring of staff, volunteers, and activities
    - ix) Establishing and communicating procedures to handle concerns, complaints and disputes
    - x) Implement schedules for regular review, maintenance, repair and replacement of equipment
    - xi) Preparing procedures and protocols for emergency response and crisis management
    - xii) Use of warnings, signage, participation agreements and waiver of liability agreements where warranted
    - xiii) Purchasing appropriate insurance coverage for all activities and reviewing regularly
- 5) Reporting and Communication

- a) To ensure that risk management remains a high priority within SCS, and to promote an organizational culture that embraces a risk management perspective, risk management will be a standing item on the agenda of every regular Board meeting, so that the Superintendent can provide updates as required.
  - b) SCS recognizes that communication is an essential part of risk management. This policy and our Risk Management Program will be communicated frequently to our staff, committees, and we will encourage all members to communicate to SCS their risk management issues and concerns.
- 6) Insurance
- a) SCS maintains a comprehensive insurance program that provides General Liability, Accident and Directors and Officers Errors and Omissions coverage to the directors, officers, staff, members, volunteers of SCS. Upon annual renewal of this policy, SCS consults with the insurance provider to determine if there are any emerging gaps, issues or deficiencies to be addressed through insurance renewal.
  - b) Not all risks are insurable. However, as part of its commitment to risk management, SCS will take all reasonable steps to ensure that insurance coverage is available for those activities essential to the mission of SCS and that pose significant risks.
- 7) Approval -- This Policy was approved by the Board of Directors on April 15, 2013 and will be reviewed annually

## IT RISK MANAGEMENT POLICY

**Board Confirmation Date: April 28, 2014**

- 1) Significant / sustained power loss:  
The position of Surrey Christian School maintains that in the event of power loss:
- a) Server infrastructure – should remain running for no less than 30 minutes and allow for proper shutdown.
  - b) Wireless infrastructure – does not require offline powering
  - c) Telephone systems – should remain running at full capacity for at least 30 minutes and always have access to emergency services calling
- Should power remain out for an extended period of time, the schools will be closed and all students sent home. Students and staff will continue to have access to email, file services on a cloud based Learning Management System, the school based database, and the school website as all of these services are offsite.
- 2) Internet provider loss:  
As Surrey Christian School continues to move more toward the provisioning of cloud resources, internet access loss provides increased impact. Possible risks include:
- a) Email access loss
  - b) Learning Management System access loss – this platform is typically used after school hours and therefore presents minimal risk
  - c) Cloud based Access loss – Students and teachers are encouraged to install the Cloud based app which caches all files to their local computers. With this installed, individuals will not ever lose access to their files.
  - d) Online media sources loss (YouTube, etc.)
  - e) Cross-campus connectivity – services are redundant and contained to each campus. Overall effect of loss of service at this time is access to shared publications drive.
- 3) IT support handled by single person
- a) Strategy for coverage and expansion to be answered by the superintendent (tentative plans to add support staff)

- b) Expansion of helpdesk staff is highly recommended to increase coverage for staff and student support. SCS currently has a student performing work experience credit serving in a helpdesk role.
  - c) Consideration for implementation of a HelpDesk software solution (ticketing system) should be made in conjunction with business processes and school culture. Decision to hold off on this for reconsideration in year 2014-15.
- 4) IT architecture and support documentation
- a) Documentation is being compiled on a sharepoint team site for all IT related people within Surrey Christian School.
  - b) Access credentials to this area will be forwarded to Superintendent
- 5) Security of our Internet-facing systems
- a) Audits/controls in place
    - i) Recent external security and safety audit of all external facing interfaces was completed and found no concerns.
    - ii) Recommendation is to complete security and safety audit such as this following any hardware or software changes of external facing services.
  - b) Reporting
    - i) Security reports will be provided annually or as requested by Superintendent.
- 6) Service Levels of uptime for the various technology components;  
Who provides support, when, response time, what is contracted for support, how long each technology piece could be down for.
- a) Server hardware failure
    - i) All Dell servers are purchased with 3 year next business day premium support. Full roles inventory and outage effect matrix available on IT Sharepoint site
    - ii) Responsibility for service coordination falls under scope of Director of IT.
    - iii) Recommendation – do not use servers beyond 1 year without maintenance agreement.
  - b) Wireless network failure (wifi school)
    - i) SCS uses a Cloud-hosted management of all access points. Each access point has lifetime maintenance, and all firmware and monitoring of these devices is completed by said cloud hosted management service and reported through the management console, with email alerts sent whenever an access point goes offline (within 5 minute threshold).
    - ii) WiFi saturation must be monitored as additional devices are added to the SCS network. AP's can be added at any time to bolster signal and access metrics. Configuration and installation time per device amounts to 30 minutes per device addition.
    - iii) "Failure" of public network would be caused only by internet outage. If internet is out – public network loss is not a concern issue
    - iv) "Failure" of internal network could be caused by failure of DHCP services internally. Remediation of DHCP issues can typically be completed within 1 hour. Secondary DHCP services are configured on alternate server and could be enabled very quickly.
  - c) Wireless bridge blue house to middle  
Will be left in service as a redundant link between school and admin house in conjunction with underground conduit and cabled connection.
  - d) ISP
    - i) Each campus currently has a single business 100 internet plan.
    - ii) Consideration for redundant ISP provisioning is recommended, however to date, experienced downtime over the last year has been less than a total 15 minutes.
  - e) Externally hosted services

- i) Our school database Management SIS – currently hosted in England. England currently holds the strongest privacy laws on the planet.
  - (1) SCS SIS is planned for migration to the new MSM server host in Canada at the end of June 2014
- ii) School based email and cloud-based email (@surreychristian and @scsfalcons.com) is hosted by Microsoft Office 365 within their North American server farm. Administration will add notice of hosted services FAQ in school startup communications.
- iii) Learning Management System (LMS) – hosted with our webhost provider JustHost.com along with the surreychristian.com website. It is noted that as utilization of SCS’s LMS increase we will need to upgrade our hosting package with Justhost to increase access speed and service.

## PERSONAL PROPERTY POLICY

**Board Confirmation Date: April 28, 2014**

Students are responsible for safeguarding their personal property. Lockers are provided for student convenience. Personal property such as book bags, purses, etc. may not be left in hallways or commons areas. Students and staff personal property cannot be insured by the school. Consequently, stolen property cannot be reimbursed by the school.

## BUSING POLICY

To be developed.

## MEDIA POLICY

**Board Confirmation Date: April 28, 2014**

All media personnel are to be directed to the superintendent.

## WATER TESTING POLICY

**Board confirmation date: October 17, 2016**

Surrey Christian School will have the drinking water tested at the intermediate campus and the secondary campus on an annual basis. This testing will be conducted by the Fraser Health Authority and will be supervised by the Operations Manager. The Clayton Heights Early Learning Centre and the primary campus are both built after 2012 and therefore do not require testing for traces of lead in the pipes.

## SMOKING/VAPING POLICY

**Board confirmation date: January 16, 2017**

Surrey Christian School supporting community is committed to encouraging a smoke and vape-free lifestyle for students and staff. Therefore, smoking and vaping are not permitted on school property at any time or at any school related function. Surrey Christian School seeks to promote a healthy lifestyle consistent with our mission statement to ‘educate for wholeness.’ Any student smoking or vaping, or in the possession of cigarettes or vaping

paraphernalia, will be required to meet with school administration in order to help them understand the school's guidelines for healthy living more clearly and how they can live in community at SCS within those guidelines.