Royal Bridge
High School

SCHOOL POLICY BOOK

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Table of Contents

RBHS Admission andPayment Policy..... 4

Student Application Form..... 5

School fee refund guidelines..... 7

Refund Policy..... 9

Cash Payment Policy..... 10

Attendance Policy..... 15

Attendance Policy Addendum..... 16

Student Record Independent School..... 17

Student Record Policy..... 33

Homestay Contract..... 40

Personal Information Privacy..... 57

FOI Request Form..... 67

Learning Resources Policy..... 69

Network and Internet Appropriate Use Policy..... 72

Digital Responsibility for Student..... 75

Student Internet Registration Form..... 76

Academic Integrity Policy..... 81

District Code of Conduct for Students..... 85

Violence Intimidation and Possession of Weapons..... 88

Marijuana Usage..... 89

Tabacco Vapour-Free Environment..... 90

Formal Intervention and Suspension of Students..... 92

Resolution of Student or Parent School Concerns 95

Appeals Regarding Student Matters 98

Harassment Bullying Prevention Order.....103

Emergency Preparedness Policy.....104

Race Relations Policy.....108

Personal Discriminatory and Sexual Harassment.....110

Bullying Discrimination and Harassment Policy (STAFF) 114

Harassment, Bullying Discrimination and Harassment Policy (STUDENTS).....119

Field Trip Form 121

School EMERG Communication Protocol 124

FISA BC Child Abuse and Neglect Policy 125

Anaphylaxis Policy 142

Water Testing Policy.....144

Prohibiting Access to Schools.....146

Teacher and Principal Evaluation.....149

RBHS Equivalency and Challenge Exam Policy _____159

Accessibility Plan _____ 165

RBHS Service to Students With Disabilities _____ 168

Admission Policy

Royal Bridge High School welcomes applications from motivated individuals who seek to fulfill a commitment to personal excellence. The assessment is based on a review of the application materials presented by the applicant.

Royal Bridge High School requires that all applicants meet the minimum admission requirements of all programs. If an applicant does not meet the minimum requirements, the requirements cannot be waived by the school or the student.

Royal Bridge High School reserves the right to review each applicant on an individual basis. In its admissions, instruction, and graduation, the school practices no discrimination on the basis of race, religion, colour, financial status, sex, national origin, age, veteran status, or sexual orientation.

Royal Bridge High School reserves the right to change or cancel a program commencement date with a minimum of 3 weeks' notification to the enrolled student prior to the program start date. Students will be issued a full refund of the tuition fee paid if a student does not agree to the proposed change date.

Admission Procedure:

These requirements may be completed in any order:

1) Application Form available at school reception or from any designated employee of the school
2) The student must meet minimum program entry requirements in order to get accepted at school.
3) The payment of the fee as per discussed plan. The payment of the fee cannot be paid fully in cash. The student must either submit the fee by Draft/Cheque or via bank transfer if paying the full amount. **The school, Royal Bridge High School, does not accept large amounts of cash from any individual.**
4) Royal Bridge High School student-related policies and Program outline will be available for the student to review and ask any questions if he/she has, Admission representative will present these to the student before entering into any contract with the student. Once the student has submitted all required materials, the student will receive a written notice of acceptance or rejection. The student will be notified about this decision via email or phone.
5) If accepted, Royal Bridge High School will deliver a copy of all student-related policies to students along with a Program outline and Student Enrolment Contract. If the student agrees to proceed, Royal Bridge High School and the prospective student will both sign a Student Enrolment Contract and the school administrator will deliver a copy of the signed contract, along with a copy of all student policies to the student
6) A student file will be created with all supporting documents in it along with a signed student contract. All fee receipts and other related documents will be placed in student file.

ROYAL BRIDGE HIGH SCHOOL
Your Pathway To Excellence

Student Application Form

Application Date: _____

Student's Name: (First Name) _____ (Last Name)_____Gender ☐ M ☐ **F**

Date OF Birth (D/M/Y): _____ Country of Birth_____ Citizenship: _____

Phone: _____Email: _____

Home Address_____Postal Code_____

Emergency Contact: _____Relationship_____

Guardian/Parents

Father's Name: (First Name)_____ (Last Name) _____

Phone _____Email_____

Address: _____

Mother's Name:(First Name)_____ (Last Name)_____

Phone_____Email_____

Address: _____

Custodian's Name:(First Name)_____ (Last Name)_____

Phone_____Email_____

Address: _____

Semester of First Enrollment

Year _____Grade_____

☐ Fall Semester (Sep-Jan) ☐ Spring Semester (Feb-Jun) ☐ Summer Semester (Jul-Aug)

REQUIRED ENCLOSURES WITH THIS APPLICATION (unless otherwise stated in program pamphlet)

☐Your Official Transcripts
☐Copy of Study permit (if Applicable)
☐Copy of Care card (if applicable)
☐ Copy of Passport
☐ notarized custodianship declaration (if applicable)
☐ Homestay Required?

How did you hear about Royal Bridge High School?

☐ Refer by friend ☐ Advertisement ☐ Agent (Name of Agent) _____

REFUND POLICY

1. All requests for refunds must be made in writing to Royal Bridge High School. Refund requests must include the original Letter of Acceptance issued by the Royal Bridge High School and all other supporting documents, such as rejection letter from Canadian Immigration (CIC).
2. The application fee is a NON-REFUNDABLE and will be deducted as administration fee.
3. Tuition Refund policy:

   3.1: FULL REMAINING FEE REFUND less application fee will be given if the CIC does not approve a student Study Permit. Refund Requests must include the formal letter of refusal from the CIC and the original Letter of Acceptance issued by the Royal Bridge High School.

   3.2: 1/2 REMAINING FEE REFUND less application fee will be given when a student withdraws before the starting date indicated on the original Letter of Acceptance.

   3.3: 1/3 REMAINING FEE REFUND less application fee will be given when a student withdraws within 14 calendar days from the first day of school.

   3.4: NO REFUND will be granted to：

   3.4.1: student who withdraws after 14 calendar days from the first day of school;

   3.4.2: if student who is dismissed from the school by violating school policy or regulation as determined by the Government of Canada.

   3.4.3: If a student obtains/renews a study permit/visa by using Letter of Acceptance (LOA) issued by the school.

   3.5: For part time student - Refunds will be granted, less admin fees of $200, only for those courses officially dropped before the semester begins.

Declaration：

I Hereby confirm that the information included in this application is true and factual and confirm this application for admission to Royal Bridge High School. I have read and understood the terms and conditions of application, enrollment, and attendance at RBHS.

Applicant's Signature: _____ Date (D/M/Y): _____

Parent's Signature: _____ Date (D/M/Y): _____

Independent School Fee Refund Guidelines

These guidelines are intended only as guidance. They are not intended to provide legal advice or to supplement or supplant legal advice received by an independent school authority regarding consumer protection or other legal or Ministerial policy requirements that may relate to fees collected by independent school authorities.

Independent school authorities that collect fees for tuition, boarding, or any other purpose are the first point of contact for refunds. Routine refunds at currently operating Group 1, 2, 3, and 4 schools are the sole responsibility of independent school authorities. Independent school authorities are expected to be aware of any applicable Ministry policy requirements and any legal requirements for consumer transactions relating to fee collection and refunds. School authorities should deal with appeals of refund decisions within their own appeal/mediation processes and policies.

The *Independent School Act* does not provide the Inspector of Independent Schools or the Ministry of Education with a role in routine refunds.

As set out under section 12(5) of the Independent School Regulation, in the case of a Group 4 school that has closed or had its certificate suspended or cancelled by the Inspector of Independent Schools, there is a process involving the Ministry of Education for the prorated repayment of fees for courses not taken or completed. Group 4 schools must maintain a bond for this purpose. Notwithstanding this bond, during their first year of operation especially, Group 4 schools are expected to have sufficient funds on hand to make refunds available to students upon closure of the school without having to immediately rely on the security bond. Students of a Group 4 school may apply for a prorated refund under the provisions of the Independent School Regulation and the *Bonding Act* in cases where a school is closed or closes and refunds are not provided. Any portion of the bond remaining after all claims have been processed will be returned to the independent school authority as set out under the *Bonding Act*.

Refund policies should be provided to families before any fees are paid and should be published online or otherwise made available upon request. While it is recommended that all independent schools maintain consistent information regarding refunds, for Group 4 schools there is a specific requirement under section 6(g) of the Schedule to the Independent School Act:

the independent school's educational program, fees, accommodation and policy pertaining to the refund of school fees or other costs must be consistent with any promotional or other informational material published or supplied by the authority.

Refund policies should be fair, transparent and clearly set out:

- under what circumstances refunds will or will not be paid, including closure of the school
- list any non-refundable fees
- deadlines for requesting refunds

The policy for Establishing an Independent School prohibits schools from collecting fees for multiple years and limits fee collection to only the current and upcoming school year.

Group 1, 2, and 3 schools' refund policy must include the following statement in the first year of operation:

- *The Inspector of Independent Schools expects schools with interim Group 1, 2, or 3 certifications to have access to enough cash-on-hand to provide fee refunds in the event that the school fails to open or fails to receive certification after an initial external evaluation inspection or otherwise closes during its first year of operation.*

Group 4 schools' fee refund policy must include the following statement in the first year of operation:

- *The Inspector of Independent Schools expects start-up schools with interim Group 4 certification to have access – without recourse to the Group 4 Independent School Bond – to enough cash-on-hand to provide fee refunds in the event that the school fails to open, fails to receive certification after an initial external evaluation inspection, or otherwise closes during its first year of operation. Ministry of Education administration of a Group 4 independent school bond for the purpose of providing partial refunds can be a lengthy process, taking up to 40 months, and parents should not rely on partial refunds derived from this bond for any payment required before this time period (e.g. parents should not rely on the partial refund coming from the bond to pay fees at anotherschool.*

REFUND POLICY

1. All requests for refunds must be made in writing to Royal Bridge High. Refund requests must include the original Letter of Acceptance issued by the Royal Bridge High School and all other supporting documents, such as a rejection letter from Canadian Immigration (CIC).

2. The application fee is NON-REFUNDABLE and will be deducted as an administration fee.

3. **Tuition Refund Policy:**

   3.1 **: FULL REMAINING FEE REFUND** less application fee will be given if the CIC does not approve a student Study Permit. Refund Requests must include the formal letter of refusal from the CIC and the original Letter of Acceptance issued by the Royal Bridge High School.

   3.2 **: 1/2 REMAINING FEE REFUND** less application fee will be given when a student withdraws before the starting date indicated on the original Letter of Acceptance.

   3.3 **: 1/3 REMAINING FEE REFUND** less application fee will be given when a student withdraws within 14 calendar days from the first day of school.

   3.4 : **NO REFUND will be granted to**:

   3.4.1 : a student who withdraws after 14 calendar days from the first day of school.

   3.4.2 : if a student is dismissed from the school by violating school policy or regulation as determined by the Government of Canada.

   3.4.3 : If a student obtains/renews a study permit by using a Letter of Acceptance (LOA) issued by the school.

4. **If the Institution closes,** Royal Bridge will make every effort to place students in another institution. The cost of transferring the records will be 10% of the total fees.

Cash Payment Policy

Effective Date: August 1st, 2020,
Purpose of this Policy
The purpose of this policy is to mitigate the risks associated with accepting cash as payment for tuition and other related fees, goods, and services, and to align with anti-money laundering requirements under the *Proceeds of Crime (Money Laundering) and Terrorist Financing Act*.
The school is committed to detecting and preventing any money laundering activities and to ensuring that it does not become involved in any arrangements involving criminal or terrorist property. In order to fulfil this commitment, the school has established procedures for assessing the risk of financial crime, for internal reporting of suspicious activities and for making suspicious transaction reports to the relevant agencies if necessary.
Scope of this Policy
This Policy applies to all employees of *Royal Bridge High School* (the "School").
The Policy
The school will ensure that adequate cash handling and record-keeping practices are followed. Where risk factors are identified, the school will ensure that the identities of parents, guardians or other persons making any substantial cash payment to the school are satisfactorily verified.

Procedures

The school will accept the following payment types for tuition payments, deposits, and fees:
- cheque
- wire transfer
- money order or bank draft
- online banking payment
- Ali Pay
- cash (up to a maximum amount of$5,000.00).

The school will accept payment from the following financial institutions:

- The Bank of Montreal (BMO)

Bank Information:
Name: Bank of Montreal
Address: 1-1161 The High Street Coquitlam BC V3B7W3 Canada
Swift Code: BOFMCAM2 Transit Number: 08230
Institution Number: 001 Account Number: 08230 001 1995355 Beneficiary's
Name: ROYAL BRIDGE HIGH SCHOOL INC.
Beneficiary's Address: 6128 Patterson Ave., Unit 12B, Burnaby BC C5H4P3 Canada Direct
Payment Routing Number: CC000108230

Receiving Cash Payments

The school will not accept cash payments in excess of $5,000.00 in a single transaction[1] for any purpose. Additionally, any cash payment in excess of $3,000.00 will require the school to verify the identity of the individual making the payment and the source of the payment. All parents and guardians should be encouraged to pay tuition, deposits, and supplemental fees through an alternative payment method such as online banking.

[1] For the purposes of this Policy, a single transaction includes multiple payments within a 24-hour period.

If any employee is offered funds that he or she knows or suspects are criminal property or may represent terrorist finance, or if he or she receives any unusual request to receive or transfer money, it will be reported immediately, in accordance with the Reporting section of this Policy, to the reporting officer who will, if appropriate, contact the Financial Transactions and Reports Analysis Centre of Canada ("FINTRAC"), police or other relevant agency.

Verification Steps

Before entering into any transaction with a person which involves the payment of cash in excess of $3,000.00, the school needs to take reasonable steps to ascertain and verify the identity of that person and the source of the cash.

In the case of individuals, the following information will be collected:

- Full legal name
- Residential address
- Date of birth
- Nature of principal business or occupation
- Contact information
- Relationship to the student
- Amount and currency of fundsreceived.

The school will also seek independent verification of identity, for example by requiring production of originals of official documents confirming identity. Suitable documents will include passports, driver's license, birth certificate, health insurance card or other similar record. An employee of the school will verify the individual's identity in the individual's physical presence, while viewing the original identification. When checking such documents, employees will ensure that the documents are current and be alert to any signs that they might have been forged or stolen. A copy of the identification will be taken, and the date of verification recorded.

The school will also seek to verify the source of the cash. The payer will provide independent confirmation of the full name and address of all financial institutions or other entities through which the payer processed the cash, such as a withdrawal receipt from financial institutions. An employee will record the date on which the money was received by the school from the payer and the date the verification was completed.

Refund procedures

Refunds will be issued only in accordance with the school's refund policy.
Cash payments will be refunded by cheque made payable to the parent or guardian of the student. All other refunds will be made to the original form of payment unless otherwise approved by the accounting department.

All requests for a refund in cash following payment by credit card, wire transfer, cheque, etc., will be reported to the Reporting Officer.

Suspicious Transactions

Employees will evaluate the source of funds that are paid to the school and be alert to unusual patterns of behaviour or activities that may indicate the possibility of money laundering or other terrorist financial crimes. It is not possible to produce an exhaustive list of the matters that might give rise to a suspicion of money laundering or other terrorist financial crime. It is therefore important that employees use their own judgment when looking at any business relationship or transaction. Facts, context and money laundering/terrorist financing indicators need to be assessed to determine whether there are reasonable grounds to suspect that the transaction is related to the commission or attempted commission of a money laundering/terrorist financing offence.

The following are some possible money laundering/terrorist financing indicators:

- **Transactions:** The parent, guardian or payer engages in multiple transactions conducted below the reporting threshold within a short time period, makes inquiries that would indicate a desire to avoid reporting, or exhibits knowledge of reporting thresholds.

- **Structures:** Payments involving complex or illogical arrangements that make it unclear who is making the payment or appear to be structured to avoid identification or reporting thresholds.

- **Third parties:** Payment of school fees or involvement by companies, trusts, offshore entities or other third parties with no obvious relationship to student. The parent, guardian or payer appears to be collaborating with others to avoid client identification or reporting thresholds.

- **Assets:** There are reasons to doubt the ability of a person to have a legitimate source for the funds.

- **Identity:** The parent, guardian or payer has taken steps to hide their identity or is difficult to identify. The parent, guardian or payer uses a post office box or general delivery address where other options are available. There are doubts about the honesty, integrity, identity or location of the parent, guardian or payer.

- **Behaviour:** The parent, guardian or payer seems unusually anxious to complete a transaction, is unable to justify why they need to make a payment quickly, requests a cancellation, reversal or refunds of earlier transaction or makes overpayment for no good reason.

- **Documents:** Information or documentation is withheld by the parent, guardian or their representative or appears falsified. Cash payments are made using old, smelly or extremely dirty bills.

Reporting

Employees of the School will make a report to the Reporting Officer, as soon as reasonably possible, where they have knowledge or suspicion, or where there are reasonable grounds for having knowledge or suspicion, that another person is engaged in money laundering, or that terrorist property exists ("Suspicious Transaction Report").
Your report should include as much detail as possible including:

- Full available details of the people and organizations involved including yourself and other members of staff if relevant.
- Full details of transaction and nature of each person's involvement in the transaction.
- Suspected type of money laundering activity or use of proceeds of crime with reasons for your suspicion.
- The dates of any transactions, where they were undertaken, how they were undertaken, and the likely amount of money or assets involved.
- Information on any investigation undertaken to date, including whether the suspicions have been discussed with anyone and if so on what basis.
- Whether any aspect of the transaction(s) is outstanding and requires action to progress.
- Any other information that may help the Reporting Officer judge the case for knowledge or suspicion of money laundering and to facilitate any external report.

Once you have reported your suspicions to the Reporting Officer, you will follow any instructions provided. You will not make any further enquiries unless instructed to do so by the Reporting Officer. Any further transactions or activity in respect of the person in question, whether or not it is related to the matter that gave rise to the original suspicion, should be reported to the Reporting Officer as they happen, unless and until the Reporting Officer has confirmed that no report to the FINTRAC is to be made.
The Reporting Officer will consider all Suspicious Transaction Reports and will make an external report to the FINTRAC (who will undertake any necessary investigation) as soon as is practicable if he/she considers that there is knowledge, suspicion or reasonable grounds for knowledge or suspicion, that another person is engaged in money laundering, or that terrorist property exists, even if no transaction takes place ("FINTRAC Report"). All FINTRAC Reports will comply with FINTRAC reporting requirements. and verification of individuals will be kept by the school for a minimum of five years.

Record Keeping Practices

All Suspicious Transaction Reports will be documented, either on paper or electronically. All enquiries that are made within the school in relation to any Suspicious Transaction Report should also be recorded. The school will keep details of actions taken in respect of Suspicious Transaction Reports, including details of information considered by the Reporting Officer in respect of a Suspicious Transaction Report where no external FINTRAC report is made. The school will also keep a copy of any FINTRAC Reports and associated evidence and documentation.
The school will retain copies of the information the employee obtained regarding the identification and verification of individuals from whom it received cash payments in excess of $3,000.00, together with details of all transactions including relevant dates.

All information, evidence and reports with respect to Suspicious Transaction Reports, FINTRAC Reports, and identification and verification of individuals will be kept by the school for a minimum of five years.

Cash Handling

The school will establish responsibility and describe the minimum requirements for cash handling.

The following procedures will be followed by employees when handling cash:

- Cash will be stored in a locked and secure location until the funds are deposited.

- Cash should be deposited on a daily basis. Where this is not possible and providing amounts are minimal, funds will not be held for longer than one week.

- Collection of cash, deposit preparation, and reconciliation duties will be performed by separate individuals to the extent possible, to ensure the safeguarding of cash. At minimum, deposit preparation and reconciliations are to be completed by separate individuals.

- Cash receipts will be reviewed and reconciled to ledger accounts on a timely basis to ensure they have been correctly recorded. Accounting adjustments to ledgers will also be made on a timely basis.

- Cash shortages or other discrepancies should be reported immediately to the accounting department.

Review

This Policy will be reviewed and updated as needed, but at least annually.

ATTENDANCE POLICY
for
ABSENCES & LATES

RULES/POLICIES/PROCEDURES:

1. IF you are going to BE LATE/ABSENT **YOU must call the school** (604.474.3718) to let us know. Do NOT just tell a friend to tell the Teacher. **CALL THE SCHOOL.**

2. If you are going to be absent because of ILLNESS, we *MAY* ask you to GET a note from the Doctor or Clinic. **We will definitely ask you to get a note IF you miss an EXAM.**

3. IF you are **more than 5 minutes** LATE for CLASS (for example at 8:35; or at 10:05; or at 12:30; or at 2:05) the TEACHER MAY NOT ALLOW (Teacher Choice) you into the Classroom and Deduct (Take away) 1% of your Grade for the Semester as well as any marks that you could have earned through a test or presentation.

4. If you are continually absent/late for a certain course,we may have no other option but to withdraw you (which means a W) and then you will have to RETAKE theCourse and Pay Again.

We Succeed When YOU Succeed!!

ATTENDANCE POLICY
<u>Addendum</u>

September 25, 2018

Dear Parents/Guardians:

It is important to note the parameters of Supervision that are present at Royal Bridge High School:

1. Our Supervisory Responsibility **<u>begins</u>** once a student arrives at 2567 Lougheed Hwy, Port Coquitlam. BC. V3B 1B4. In Port Coquitlam – our school address.
2. Our Supervisory Responsibility **<u>ends</u>** once a student leaves 2567 Lougheed Hwy, Port Coquitlam. BC. V3B 1B4. in Port Coquitlam. This includes leaving for: (a) a Break; (b) Lunch; (c) Illness; (d) Appointment; (e) End of School Day; and (f) any other reason. In summary, we are **not responsible** for students when they leave the campus on a non-school-sanctioned activity.

<u>Note:</u>

- **IF you do not want your child/ward to leave the school during the school day – *other than at the conclusion of the school day* – please inform the school in writing via email by the Friday of the 1St week of school.**

Ministry of Education
Independent Schools
Office

STUDENT RECORDS

REQUIREMENTS AND BEST PRACTICE GUIDELINES FOR INDEPENDENT SCHOOLS

Developed in consultation with the Federation of Independent School Associations
June 2012 (Updated July 2021)

PREAMBLE

This document is provided to assist independent schools in formulating policies and developing best practices for student records in relation to collection, storage, confidentiality, and access, in accordance with the Personal Information Protection Act (PIPA).

INTRODUCTION

Independent school authorities are well served by policies and practices regarding student records. Such policies and practices will benefit independent school students, parents, office staff, administrators and authorities by providing guidance for the collection of information and its storage, use, transfer, and protection. Legal and public expectations regarding confidentiality, disclosure and transfer of school student records are increasing, as well as societal concerns regarding school record keeping and storage.

The Independent School Act (section 6.1), sections 9 and 10 of the Independent School Regulation (the Regulation), and the Student Records Order (I 1/07) <http://www.bced.gov.bc.ca/legislation/schoollaw/k/i1-07.pdf> (the Order) provide a legal framework for student records on which an independent school can base policies and practices regarding student records.

Section 9(2)(a) of the Regulation obliges independent school authorities to establish written procedures regarding the storage, retrieval and appropriate use of student records. The establishment of the procedures is subject to the requirements of the Order. To assist independent school authorities with their responsibility to ensure that student record information is handled appropriately, the Inspector of Independent Schools, in consultation with the Federation of Independent School Associations (FISA), has developed this document, which suggests necessary content and best practices guidelines.

These guidelines are not part of the Order; they are intended only as guidance. They are not intended to provide legal advice or to supplement or supplant legal advice received by an independent school concerning the requirements of PIPA and of other legal obligations.

Ultimately, an independent school is responsible for compliance with these obligations.

Adherence to the guidelines must be accompanied by any applicable adherence to the PIPA and it should be noted that the guidelines assume that adherence as well as assuming an understanding of the PIPA. These guidelines do not necessarily specify where the PIPA applies or how; for example, the guidelines assume that the appropriate consents have been obtained wherever consent is required. While efforts have been made to align these guidelines with PIPA, the guidelines do not relieve independent schools of the need to diligently ensure compliance with their obligations.

General information on PIPA may be found at:

http://www.oipc.bc.ca/tools-guidance/guidance-documents.aspx

http://www.oipc.bc.ca/for-private-organizations.aspx

PERSONAL INFORMATION PROTECTION ACT (PIPA)

PIPA came into effect on January 1, 2004. Three basic principles in PIPA are:

1. Independent school authorities must not collect, use or disclose personal information without the consent of the individual (unless otherwise permitted under PIPA).
2. On or before collecting personal information about an individual from the individual, independent school authorities must disclose to the individual verbally or in writing the purposes for the collection and, on request, contact information.
3. Independent school authorities may only collect, use or disclose personal information for the purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes the independent school disclosed or are otherwise permitted under PIPA.

(See also http://www.bced.gov.bc.ca/independentschools/is_resources/pipa_act.htm)

Under PIPA, students, parents and employees have the right to access their own personal information held by independent schools. Furthermore, under PIPA, a parent or guardian of a minor may exercise the rights of the minor to access personal information of the minor if the minor is incapable of exercising this right under that section of PIPA. Moreover, the commissioner under PIPA can investigate complaints about independent school authorities' handling of personal information.

In general, independent school authorities will have to take the following steps to comply withthe legislation:

- designate one or more individual(s) to be responsible for compliance with PIPA;
- develop and follow policies and practices in order to meet the obligations under PIPA and make these available to students, parents and employees; and
- develop a process to respond to complaints regarding the application of PIPA.

Independent school authorities should meet with their legal counsel in order to review the legislation and the Order and to determine what steps to take to comply with them.

STUDENT RECORD GUIDELINES COMPONENTS

The term "student record" as defined in the Independent School Act and referenced in these guidelines refers to a record of information in written or electronic form in respect of a student, but it does not include a record prepared by a person if that person is the only person with access to that record. The "Permanent Student Record (PSR)" as defined in the Student Records Order is a specific subset of student records. While the PSR is distinguished from additional record items in this document, the on-site placement of the various student record items (e.g., whether records are housed in one or more folders and/or locations) is matter of each independent school's local policies and procedures.

Schools should follow the Ministry of Education's Form 1704 Completion Instructions (http://www.bced.gov.bc.ca/classroom_assessment/psr_instruct.htm). Of particular note are instructions regarding medical and legal alert inclusions and recording of achievement and attendance (if letter grades are not assigned in grades 4-9, a brief description of the student's progress with reference to expected outcomes for students of that age/grade needs to be recorded on or attached to the 1704).

These best practice guidelines contain four parts which address the following topics:

PART I **Permanent Student Record:** required and optional contents; Form 1704 inclusions, completion, currency and format; transfer and retention. Items in the Permanent Student Record are transferable to new schools of record.

PART II Additional Student Record Items: required and optional contents; sensitive information. These items are NOT part of the Permanent Student Record (as described in PART I) and are NOT transferred to other schools.

PART III Access to and Disclosure of Student Records PART IV Transfer of Student Records

PART V Quick Reference Chart

RESOURCES:

APPENDIX I: **ELIGIBLE STUDENT INFORMATION**

APPENDIX II: **STATUS OF PARENT/GUARDIAN (ADMISSION TO CANADA AND RESIDENCY) - FORM A**

APPENDIX III: **STATUS OF DECEASED PARENT (ADMISSION TO CANADA AND RESIDENCY) - FORM B**

PART I – PERMANENT STUDENT RECORD (Transferable)

Note: where consent to collect student record data is an issue, two consents may be required depending on the circumstance: consent of the student in relation to collection of personal information of the student (for students capable of exercising their PIPA rights) and consent of the parent or guardian in relation to collection of personal information about that person.

A. Elements of the Student Record (Student Records Order, Section 2)

Required Items

1. The Permanent Student Record, as defined in the Order:
   a. Form 1704, PSB 048 (revised 1997) completed according to the current Permanent Student Record Instructions requirements
   b. Copies of a minimum of the two most recent years of Student Progress Reports oran official transcript of grades
2. Student Learning Plan (SLP) only as applicable to students in DL programs (see Section 3.3 of the "Standards for Delivery of K-12 Independent School Distributed Learning in British Columbia").

   [NOTE: Schools frequently provide a 1-2 page SLP Overview to fulfill this requirement, rather than including the entire SLP document. SLP overviews provide students' personal and career plans and generally include such items as short-term and long-term goals regarding academic planning, personal health and well-being, career planning and work experience. Strategies planned and activities initiated are frequently listed by school year.]
3. Individual Education Plan (IEP) where applicable
4. Copies of documents listed as inclusions (see explanatory information in section B. below).

B. Permanent Student Record (Form 1704) Inclusions

Inclusions are documents (or copies of documents) used to plan or support a student's educational program. Not all students will have inclusions as part of their Permanent Student Record. Inclusions are listed in the "Inclusion Section" on Form 1704, noting date entered, title and expiry/rescinded date (if applicable). If the space for inclusions becomes full, it may be necessary to create a second portion and attach it to the form for future additions.

Documents listed as Permanent Student Record inclusions on Form 1704 become components of the Permanent Student Record and are required to be transferred with Form1704 if the student enrolls in another school.

1. Required Inclusions

The following items must be filed with Form 1704, and dated and listed as an inclusion in the appropriate section on Form 1704, for any student to whom these may apply:

a) health services information as indicated by the medical alert checkbox (see Form 1704) such as diabetes, epilepsy, anaphylaxis producing allergies, blood clotting disorders, and serious heart conditions; any other condition which may require emergency care (after consultation with health care professional); situations/conditions which may interfere with student performance, health, or behavior (hearing aids, prescribed medication, cerebral palsy, cystic fibrosis, etc.); and severe allergies in K-3 students to school based allergens
b) court orders as indicated by the legal alert checkbox (see Form 1704) or their rescinding date if applicable.
c) other legal documents (e.g. name change or immigration document);
d) support services information (e.g. psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities);
e) Individual Education Plans (IEP's) or Case Management Plans (CMP's);
f) Notification of student being homeschooled

2. Optional Inclusions

The following optional inclusions may be listed on Form 1704, but the school is not required to do so:

a) standardized test scores.
b) records of information which an educator deems relevant and importantto the educational program of the student.
c) award information (Ministry awards information should include year, date and serial number of the award).

Note: If the school chooses to list an item as an inclusion, then it is required that the document(s) supporting the item listed be filed with Form 1704 as an inclusion and these items then become part of the Permanent Student Record. The school may wish to acquire specific consent for these optional items to be included.

If the school chooses not to include the previous optional items on Form 1704 as a PSR inclusion, it may include them as additional Student Record items (see Part II – Additional Student Record Items) but should take note that these items are then NOT part of the Permanent Student Record.

C. Form 1704 Currency and Format

Information should be updated as it changes and the student progresses through the British Columbia school system. School policy should designate who is responsible for updating Permanent Student Record Form 1704 with its inclusions. A completed, current Form 1704 must be in every student's Permanent Student Record, or a school must be able to produce it electronically or in print from its student data management system.

Data for Form 1704 may be stored in electronic and/or paper format. If Form 1704 data are stored in electronic format:

1. the school must be capable of recreating the data in case of a system failure.

2. printouts must represent the same fields as on Form 1704.

D. PSR Retention

The PSR should be retained by schools until another school requests the PSR or for 55 years after a student has withdrawn and not enrolled in another K-12 school or graduated from the school. Permanent Student Records should be stored securely and in a manner that ensures the record's preservation from calamity (fire, flood, etc.). Furthermore, the school is required (under Section 34 of PIPA) to protect personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks.

If a student withdraws from an authority's school and enrolls in another K-12 educational institution, the authority must, upon request from the enrolling K-12 educational institution, transfer to the PSR. (See section 5 of the Order and section 10 of the Regulation) Additional student record items (see Part II below) are not part of the transferable Permanent Student Record and may be returned to students, disposed of, or retained according to school policy.

[NOTE: Student discipline records may provide critical evidence for future dispute situations.

PART II - ADDITIONAL STUDENT RECORD ITEMS

(For school use only and not part of the Transferable Permanent Student Record)

Aside from the Permanent Student Record, there are other items which must (See Section A.1 below) or may (See Section A.2 below) be included in the school's student records. For instance, student and parental/legal guardian information is required for all independent school students and additional items may be required by individual school policy. Location of the Permanent Student Record and additional student record items is locally determined by school policy. The number of additional items included may vary with each individual student.

A. Additional Items

1. <u>Required Items</u>

The following items must be included in student records to establish student eligibility for funding and ensure that student health and safety information is complete:

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
c) document verifying the information about the student's parent or guardian in respect of students eligible for funding (see Appendices for verification details and suggested document format for inclusion in school registration)

[NOTE: **Schools are advised to develop policy with regard to regularly updating this information**.]
[NOTE: While the Ministry of Education does not require that independent schools carry student personal information on school events, a best practice consideration may be to have a copy of the student registration information listed in 1(b-e) above accompany the teacher

supervising a class trip, (and/or bus or vehicle drivers transporting students to an off-site location) in case this information is needed by emergency personnel attending a traffic accident or other emergency during a class trip. It is, at all times, critical that student personal information is safely stored and that personal information privacy is ensured. **Schools are advised to develop policy regarding these matters**.]

2. Optional Items

The following optional items may be included in the additional items according to school developed student records policy to address educational and/or safety needs of students:

[NOTE: While the Ministry of Education does not require that independent schools file student discipline reports or other items listed below, best practice considerations would recommend that **independent schools develop school policy** governing the following items. A guiding question for determining the appropriateness of including information in a student's file should be: "Is this necessary or clearly helpful for educators to know when working for the benefit of this student?"]

a) care card number
b) emergency contact numbers.
c) doctor's name and contact information.
d) allergies, medication and/or other health concerns (other than those required to be listed under the medical alerts rubric as tabulated in PART I Section (B)(1)(a);
e) previous student progress reports (other than the two most recent years required in the PSR.
f) serious student discipline reports (e.g., copies of letters to parents/guardians regarding discipline matters and corrective actions taken).
g) reports of important meetings/discussions relating to the student.

[NOTE: While the Ministry of Education does not require that independent schools date and sign all documents entered into student records, best practice considerations would recommend that **schools develop policy governing this practice**.]

B. Sensitive Student Record Information

Though the term is not defined in legislation, "sensitive information", from the perspective of independent school authorities, may include information which by its nature requires that school staff observe a high level of confidentiality.

1. Examples information that could be seen as"sensitive"

a) psychiatric reports.
b) family assessments.
c) referrals to or reports from school arranged counseling services.
d) record of a school-initiated report of alleged sexual or physical child abuse made to

a child protection social worker under section 14 of the Child, Family and Community Service Act.

[NOTE: Section 14 reports should be retained only for the purpose of child protection proceedings and this information must NOT be disclosed to third parties or transferred to other schools. **Such reports are strictly confidential and should be stored where only the school principal or people authorized by the principal can access them.** Retention of such reports is important for the school to provide confirmation that the report has been made and for evidence purposes in the event that school staff members are subsequently called as witnesses in the child protection proceedings.

If sensitive information is placed in a school record, independent school authorities should consider the following points when devising their policies:

2. Handling Procedures

a) obtain parental consent for collection, use, and disclosure of psychiatric reports and family assessments (written, dated and signed consent is best).

b) store where only the school principal or persons authorized by the principal can access such information.

c) disclose or transfer only according to law.

d) handle records of reports under section 14 of the Child, Family and Community Service Act, according to instructions in the previous NOTE, under "sensitive information".

PART III - ACCESS TO AND DISCLOSURE OF STUDENT RECORDS

This Part is not intended to provide legal advice or to supplement or supplant legal advice received by an independent school concerning the requirements of PIPA and of other legal obligations. It is intended to provide only the most basic, general overview of some of the topics that may be of interest. Ultimately, an independent school is responsible for ensuring its compliance with its legal obligations.

School policies and procedures should ensure confidentiality of information contained in student records and maintain privacy for students and their families in accordance with the requirements of PIPA. While disclosures may be made to parents/guardians regarding their children/students in accordance with PIPA, disclosures should not be made that would reveal private information about other students or individuals.

A student (capable of exercising PIPA rights) and parents/guardians of a student should be permitted (unless restricted by a court order) to:

1. examine all student records kept by a school pertaining to that student, while accompanied by the principal or a person designated by the principal to interpret the records.

2. receive a copy of any student record.

[NOTE: Independent schools may **not** withhold report cards from students and parents as leverage to

collect tuition arrears or for other purposes. Under PIPA, students, parents or guardians have a right to view and receive copies of student records which include current and past report cards.]

[NOTE: Report writers and principals/designees screening reports should do so cognizant of generally accepted rights of parents/guardians or students to examine and receive copies of student records pertaining to the student.]

Graduating students should be provided with interim and/or final transcripts of Grades 10, 11 and 12 courses and marks when graduating and upon future request of the graduate. Copies should be mailed directly to institutions of higher learning. Summaries of students' school progress may be provided to prospective employers upon written request of a former student.

[NOTE: Transcripts are available to students through the Ministry of Education]

In addition to parents/guardians and students, access to student records should only be granted, upon assurance of confidentiality to:

1. professionals who are planning for, or delivering education, health, social or other support services to that student (consent not required for record access);
2. school authority's insurer to defend any claim/potential claim (consent for record access required).

It is recommended that independent schools establish written procedures with respect to disclosure of student record information in the circumstances referred to in points 1 and 2 above and that these procedures require the professional or insurer to ensure, in writing, that they will:

1. maintain privacy of the student and the student's family with respect to matters disclosed in the record.
2. not use or disclose the information in the student record except for the specific purposes for which the information is provided.

If school officials are unsure as to the legal entitlements of the non-custodial parent or if there is serious conflict between the parents with respect to student record requests, then school officials should obtain legal advice from the school's legal counsel.

PART IV - TRANSFER OF STUDENT RECORDS

This Part is not intended to provide legal advice or to supplement or supplant legal advice received by an independent school concerning the requirements of PIPA and of other legal obligations. It is intended to provide only the most basic, general overview of some of the topics that may be of interest. Ultimately, an independent school is responsible for ensuring its compliance with the legal obligations

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 previously enrolling school must transfer the Permanent Student Record (including declared inclusions) for a student to the requesting school, Board of Education, or authority.

School policy should determine any additional items to be transferred, if any. It is advisable toretain a photocopy of the Form 1704, indicating the school and date where and when the PSR was sent.

If an independent school enrolling a student requests the student's record from a public school, the public school must transfer a COPY of the Permanent Student Record (including declared inclusions) and current Student Learning Plan (if applicable) and IEP to the requesting independent school. The original Permanent Student Record will be retained by the public school (Public School Minister's Order entitled Permanent Student Record Order).

If the requesting educational institution is outside British Columbia, a photocopy of the PSR should be sent. School policy should determine additional items to be transferred, if any. The original PSR should be retained.

[NOTE: A report to a child protection social worker of alleged sexual or physical child abuse made under section 14 of the Child, Family and Community Service Act should be retained by the independent school in strict confidentiality and the information should not be transferred to another school.]

Transfer of any sensitive, confidential information should only occur after written, dated and signed parental/guardian and student consent has been obtained to do so (other than section 14reports - see NOTE above).

Schools should retain written records of all student record transfers (e.g. student name, date of birth, name and address of receiving school and date of record transfer).

If an independent school closes, the school authority is to take responsibility and provide for arrangements to ensure that PSRs are transferred to the receiving schools in which students will be enrolled to continue their education. In the event that a student will be homeschooled, the PSR must be transferred to the school registering the child as homeschooler. Finally, only those PSRs which cannot be transferred by the independent school authority must be sent, within 60 days of the closure of the school, to the Inspector of Independent Schools

PART V – QUICK REFERENCE CHART

	FR Permanent Student Record -PSR (Transferable)	ADDITIONAL SCHOOL FILE ITEMS (NON-TRANSFERABLE)
REQUIRED ELEMENTS	1. 1704 WITH LIST OF INCLUSIONS (IF ANY)	1. LEGAL NAME (COPY OF BIRTH CERTIFICATE)
	2. STUDENT PROGRESS REPORTS (MOST RECENT 2 YEARS OR TRANSCRIPT)	2. OFFICIAL NAMES OF PARENTS OR GUARDIANS AND CONTACT
	3. COPIES OF INCLUSIONS (IF ANY)	INFORMATION
	A. HEALTH SERVICES INFORMATION IN REFERENCE TO THE 'MEDICAL ALERT' CHECKBOX	3. PARENTAL/GUARDIAN LEGAL RESIDENCY IN BC
	B. COURT ORDERS IN REFERENCE TO THE 'LEGAL ALERT' CHECKBOX	
	C. SUPPORT SERVICES INFORMATION (PSYCHOMETRIC ASSESSMENTS, ETC)	
	D. IEP OR CMP	
	E. NOTIFICATION OF STUDENT BEING	
	HOMESCHOOLED	
OPTIONAL	F. STANDARDIZED TESTS	4. CARECARD/BC SERVICE CARD
ELEMENTS	G. RECORDS OF INFORMATION RELEVANT TO STUDENT'S	NUMBER 5. OTHER HEALTH OR MEDICAL
	EDUCATIONAL PROGRAM	CONCERNS THAT MAY AFFECT THE
	H. AWARD INFORMATION	STUDENT IN LESS SERIOUS WAYS
		6. EMERGENCY CONTACT INFORMATION
		7. FAMILY PHYSICIAN'S NAME AND
		CONTACT INFORMATION
		8. OTHER PROGRESS REPORTS
		9. SERIOUS DISCIPLINE REPORTS
		10. IMPORTANT MEETING REPORTS
	NOTE. THESE ITEMS, ONCE INCLUDED AS PART OFTHE PERMANENT STUDENT RECORD, DO BECOME TRANSFERABLE.	11. SENSITIVE INFORMATION

APPENDIX I

ELIGIBLE STUDENT INFORMATION

Group 1 and 2 Independent School Grants

The following information may be helpful to schools, school authorities and school auditors attempting to verify eligibility of certain students for provincial operating grants.

To be eligible the student's parent/legal guardian must be:

- Lawfully admitted to Canada
- Resident of British Columbia

The Independent School Regulation reads as follows:

"Eligible student" means a student

(a) who is of school age, and

(b) whose parent or guardian

(i) is, or was at the time of that parent's, or guardian's death, a citizen of Canada, or a permanent resident, as defined in the Immigration and Refugee Protection Act (Canada), who is, or was at the time of the parent's, or guardian's death, ordinarily resident in British Columbia, or

(ii) is lawfully admitted to Canada and is ordinarily resident in British Columbia.

"guardian" means guardian of the person of a child within the meaning of the Family Relations Act.

A parent or legal guardian is lawfully admitted to Canada within the meaning of paragraph (b)(ii) of the above definition of an "eligible student" if he or she is in one of the following categories:

- A person who has been determined under the Immigration and Refugee Protection Act (Canada) to be a Convention refugee or refugee claimant
- Holder of a valid student permit issued for one year or more under the Immigration and Refugee Protection Act (Canada)
- Holder of a valid work permit issued for one year or more under the Immigration and Refugee Protection Act (Canada)
- Diplomat or consularofficial

Sample Student Registration Form sections to verify qualifying student status are attached as Appendices II and III. These samples will meet Independent School Act requirements for funding eligibility and require minimal collection of personal and/or original documents by the school.

APPENDIX II

The following are suggested formats for Student Registration Forms to verify parental/legal guardian lawful admission to Canada and residency in British Columbia. This information must be included in the student records.

STATUS OF PARENT/GUARDIAN (ADMISSION TO CANADA AND RESIDENCY) - FORM A

(if parents are deceased, use Form B)

To be completed and signed by a parent or legal (court-appointed) guardian. (If legal guardian, attach copy of court order appointing you as legal guardian).

(Lawfully Admitted into Canada)

1. I am (please Xone):

□ A Canadian citizen (if not born in Canada, please attach a photocopy of citizenship paper/card)

□ A Permanent Resident (landed immigrant) (attach photocopy of landed immigrant status paper or PR card)

□ Lawfully admitted into Canada under the Immigration and Refugee Protection Act (Canada)with one of the following documents (please mark the appropriate box below and attach photocopy of document):

□ Admission as a refugee or refugee claimant

□ Valid student permit for two or more years (or issued for one year but anticipated to be renewed for one or more additional years

□ Valid employment authorization (work permit) for two or more years (or issued for one year but anticipated to be renewed for one or more additional years)

□ A person carrying out official duties under the authority of the Visiting Forces Act or as an accredited diplomatic agent, preclearance officer, consular officer or official representative in Canada of a foreign government with a consular post in British Columbia.

□ Other- Document description: (must be cleared with Citizenship and Immigration Canada)

_____

_____

_____

(Residency in British Columbia)

2. I am a resident of British Columbia (please X one):

☐ Yes, Residency address:_____

_____

_____

☐ No, I am not a resident of British Columbia

Confirming signatures:

3. Parent/Legal Guardian's name: _____

Parent/Legal Guardian's signature: _____

Date: _____

APPENDIX III

STATUS OF DECEASED PARENT(ADMISSION TO CANADA AND RESIDENCY) - FORM B

To be completed and signed by the student or a knowledgeable adult (one who knew the student's parent(s)and has knowledge of the facts respecting their decease and the matters set out in this document)

(Deceased parent was Lawfully Admitted into Canada)

1. The student's deceased Parent was at time of death:

   ☐ A Canadian citizen

   ☐ A Permanent Resident (landed immigrant)

(Deceased parent was Resident in British Columbia)

2. The student's deceased parent was at time of death a resident of British Columbia (please X one):

   ☐ Yes Residency address:_____

   _____

   _____

   ☐ No I am not a resident of British Columbia

Confirming signature:

Student:_____

Knowledgeable Adult's Name: _____

Knowledgeable Adult's Signature: _____

(Knowledgeable Adult is one who knew the student's parent(s) and has knowledge of the facts Respecting their decease and the matters set out in this document)

Date: _____

STUDENT RECORDS REQUIREMENTS AND BEST PRACTICES POLICY
for

ROYAL BRIDGE HIGH SCHOOL
Name of School

2567 Lougheed Hwy, Port Coquitlam. BC. V3B 1B4.
Address

Table of Contents

Introduction 3

Purpose 3

1. Policy Statements 3
2. Definitions and Student Record Components 4
3. Procedures 5
4. Use of Student Personal Information 7
5. Access to and Disclosure of Student Records 7
6. Transfer of Student Records 8
7. List of Appendices 9

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

Appendix 2: Legislation, Regulations and Orders Pursuant to Student Records

Appendix 3: Student Records – Requirements and Best Practice Guidelines for Independent Schools, June 2012

Appendix 4: Child, Family and Community Service Act

For the purpose of this policy, the lead administrator at ROYAL BRIDGE HIGH SCHOOL is: **Tina Zhang**

STUDENT RECORDS REQUIREMENTS AND BEST PRACTICES POLICY

September 2020
Date of Policy

ROYAL BRIDGE HIGH SCHOOL
Name of School

Introduction

Independent school authorities are well served by policies and practices regarding student records. Such policies and practices will benefit independent school students, parents, office staff, administrators, and authorities by providing guidance for the collection of information and its storage, use, transfer, and protection. Legal and public expectations regarding the confidentiality, disclosure and transfer of school student records are increasing, as are societal concerns regarding school record keeping and storage.

The legal framework for the development of this Student Records Requirements and Best Practices Policy is provided by section 6.1 of the *Independent School Act*, Sections 9 and 10 of the Independent School Regulation (the Regulation), the Student Records Order (I 1/07) (the Order), and the *Personal Information Protection Act* (PIPA). Section 9(2) of the Regulation obliges independent school authorities to, subject to the requirements of the Order, (a) establish written procedures regarding the storage, retrieval and appropriate use of student records, and (b) ensure confidentiality of the information contained in the student records and ensure privacy for students and their families.

In addition to the above, the Office of the Inspector of Independent Schools and FISA BC have collaborated in producing the Student Records Requirements and Best Practice Guidelines for Independent Schools, Ministry of Education, June 2012, which serves as a guide for independent school policy development in this area.

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

ROYAL BRIDGE HIGH SCHOOL is committed to ensuring that student records are handled in accordance with all legal requirements.

Purpose

The purpose of this document is to define policy and to determine procedures for the collection of student information and its storage, use, disclosure, transfer and protection.

1. Policy Statements

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

ROYAL BRIDGE HIGH SCHOOL will:

1.1 Ensure that the lead administrator is responsible for the establishment, security and maintenance of the Student Record and Student File (as defined in this policy) for each student registered in the school according to the procedures defined in this policy.

1.2 Only collect, use or disclose personal information with the consent of the individual student or legal guardian, unless otherwise authorized under PIPA.

1.3 On or before collecting personal information, disclose to the individual student verbally or in writing the purposes for the collection of personal information.

1.4 Only collect, use or disclose personal information for purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes disclosed by the school or are otherwise permitted under PIPA.

1.5 Secure Student Records and Student Files with access within the school authority restricted to those individuals who, by the nature of their work, are required to have access to the information.

1.6 Provide access to personal information about an individual student to the individual student (if capable of exercising PIPA rights), and to a parent or legal guardian of the individual student during school hours and under the supervision of the lead administrator or designate.

1.7 Subject to legal requirements, ensure that personal information will be retained only for the period of time required to fulfill the purpose for which it was collected.

1.8 Inform parents that concerns, complaints and questions about the personal information handling policies and practices of the school authority may be directed to the school's Privacy Officer by calling the school office.

2. Definitions and Student Record Components

2.1 Elements of the Student Record

i. The Permanent Student Record (PSR), as defined in the Students Records Order (I 1/07):
   a. Form 1704, PSB 048 (revised 1997) completed according to the Permanent Student Record Instructions that are effective at the time of completion; and
   b. b. Student Progress Reports for the two most recent years or an official transcript of grades.

ii. All documents listed as inclusions on Form 1704 (see 2.2 below);

iii. iii. A copy of the student's current Student Learning Plan, if any; and

iv. A copy of the student's current Individual Education Plan (IEP), if any.

2.2 Permanent Student Record (Form 1704) Inclusions

The following inclusions must be listed on Form 1704, including document date, title and expiry date or date rescinded (if applicable), and copies of the documents listed must be filed with the PSR:

i. Health Services information as indicated by the medical alert checkbox, such as diabetes, epilepsy, anaphylaxis producing allergies, and any other condition which may require emergency care.

ii. Court orders as indicated by the legal alert checkbox.

iii. Other legal documents, e.g., name change or immigration document.

iv. Support services information (e.g., psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities)

v. Current IEP and/or Case Management Plan (CMP) where applicable; and

vi. Notification of a student being homeschooled.

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

i. Records of information which an educator deems relevant and important to the educational program of the student.

ii. Award information; and

iii. Standardized test scores (if deemed relevant and important to the educational program of the student).

If the above optional inclusions are NOT listed on PSR Form 1704, then they may be included in the Student File (see section 2.3, viii below).

2.3 Student File

Additional items must (see i below) or may (see ii – viii below) be included in the school's student records as part of the Student File. These items include:

i. Student eligibility information (required):
   a. Legal name of the child – verify the original and file a photocopy or scanned copy of The 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. Form A: Verification that parent/guardian is legally admitted to Canada and a

resident of BC and student is eligible for funding (see Appendix I, Form A, used to collect this information);

ii. Care Card number.

iii. Emergency contact numbers.

iv. Doctor's name and contact information.

v. Previous Student Progress Reports (other than the two most recent years required in the PSR);

vi. Serious discipline reports (e.g., copies of letters to parents/guardians regarding discipline matters and corrective actions taken);

vii. Reports of important meetings/discussions relating to the student; and

viii. Standardized test scores, records of information which an educator deems relevant and important to the educational program of the student, and award information IF NOT listed as inclusions on the PSR (see section 2.2 above).

2.4 Sensitive Student Information. This may include information that by its nature requires that school staff observe a high level of confidentiality. Examples include:

i. Psychiatric reports.

ii. Family assessments.

iii. Referrals to or reports from school arranged counselling services; or

iv. Record of a school-initiated report of alleged sexual or physical abuse made to a child protection social worker under section 14 of the Child, Family and Community Service Act.

3. Procedures

3.1 The lead administrator or designate will be responsible for:

i. Updating the PSR Form 1704 as information changes and the student progresses through the system.

ii. Ensuring that electronic copies of documents are stored on a server in a physically secure location. If information is accessed through the Internet, an encrypted connection (https://) must be established before authenticating. Access is restricted to those employees (such as designated records clerks, administration, teachers, and counsellors) who, by the nature of their work, are required to have access; and

iii. Ensuring that the school authority takes necessary precautions to safeguard against deprecated or obsolete forms of storage. The electronic storage of PSRs and other personal information requires the school authority to have an adequate backup plan and recovery strategy for potential hardware failure and database corruption.

3.2 Student Record and Student File Retention:

i. Student Records – Active Students

a. Student Records are locked in fireproof cabinets. Access is restricted to those employees (such as designated records clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.

b. The school authority protects personal information from unauthorized access, collection, use, disclosure, copying, modification, disposal, or similar risks.
Procedures for such protection are outlined in sections 5 and 6 below.

c. The lead administrator or designate will regularly review Student Records to ensure that the information is current and complies with legal requirements. *Required inclusions must be listed on the PSR* – see section 2.2 above.

ii. Student Records – Inactive Students

a. Unless another school requests a Student Record (see section 6 below), the school authority archives Student Records for 55 years after a student has withdrawn and not enrolled in another K-12 school or graduated from the school.

b. The archived Student Records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the lead administrator or designate.

c. The designated records clerk keeps a record of Student Records that are destroyed (shredded) after 55 years.

iii. Student Files – Active Students

a. Student Files are locked in cabinets in each school. Access is restricted to those employees (such as designated records clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.

b. The school authority protects personal information from unauthorized access, collection, use, disclosure, copying, modification, disposal, or similar risks. Procedures for such protection are outlined in sections 5 and 6 below.

c. The lead administrator or designate will regularly review Student Files to ensure that the information is relevant and important to the educational program of the student.

iv. Student Files – Inactive Students

a. The school authority archives Student Records for 55 years after the student has withdrawn and not enrolled in another K-12 school or graduated from the school.

b. The archived Student Records are stored securely and in a manner that ensures them preservation from calamity (fire, flood, etc.) Access is limited to the administration or designate.

c. The lead administrator or designate is responsible for determining the relevancy of the contents in Student Records before being archived.

3.3 Currency of Student Records

Student eligibility information (see Appendix I) will be updated during student registration each year.

As stated above, the lead administrator or designate will regularly review Student Records and Student Files to ensure that the information is current and complies with legal requirements.

3.4 Security of Student Information Off Campus

The lead administrator is responsible for ensuring that personal information taken off campus is safely stored, and that personal information is protected.

3.5 Handling of Sensitive Student Information

Access to Sensitive Student Information is restricted to the lead administrator or a person or persons authorized by the lead administrator to access such information defined insection 2.4 of this policy.

The lead administrator or designate will obtain parental consent (written, dated and signed) for the collection, use and disclosure of Sensitive Student Information, including psychiatric reports and family assessments, and will store these as highly confidential documents with restricted access.

Sensitive Student Information will only be disclosed or transferred in accordance with the Law.

The lead administrator is responsible for ensuring that school-initiated reports under section 14 of the *Child, Family and Community Service Act* are retained only for the purpose of child protection proceedings and that information is not disclosed to third parties or transferred to other schools. Such reports are strictly confidential and should only be stored where the lead administrator or designate can access them.

4. Use of Student Personal Information

The school authority may use an individual student's personal information for the following purposes, assuming the school has disclosed such purposes to the individual student verbally or in writing on or before collecting the personal information:

4.1 To communicate with the student and/or the student's parent or legal guardian, to process a student's application, and provide a student with the educational services and co-curricular programs provided by the school authority.

4.2 To enable the authority to operate its administrative function, including payment of fees and maintenance of ancillary school programs such as parent voluntary groups and fundraising activities.

4.3 To provide specialized services in areas of health, psychological or legal support, or as adjunct information in delivering educational services that are in the best interests of the student.

4.4 Professionals who are planning for, or delivering education, health, social or other support services to a student will be granted access (consent not required).

5. Access to and Disclosure of Student Records

i. A student (capable of exercising PIPA rights) and a parent/legal guardian of a student is permitted (unless restricted by court order) to:
   a. Examine the Student Record and Student File kept by a school authority pertaining to that student, while accompanied by the lead administrator or designate to interpret the records; and
   b. Receive a copy of any student record upon request. The school authority reserves the right to recover the direct cost of copying records.

   An entitled person may access and verify personal information in the Student Record and Student File pertaining to the student with appropriate notice to the school administration. Access will be provided during school hours.

ii. Access to a Student Record or Student File will only be granted, upon the assurance of confidentiality (with consent), to professionals who are planning for or delivering education, health, social or other support services to that student. Consent will be obtained in writing, listing the name and date of birth of the student, the name and signature of the parent/guardian, and the date of the request.

iii. When applicable, graduating students will be provided with interim and/or final transcripts for Grades 10, 11 and 12 courses when graduating, and upon future request of the graduate. Copies will be mailed directly to institutions of higher learning or as requested by the graduate. The school authority reserves the right to assess a reasonable fee for transcript requests.

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

6. Transfer of Student Records

i. On receipt of a request for student records from a school, a Board of Education, or an independent school authority from within British Columbia where the student is (or will be) enrolled, the school authority will transfer that student's PSR (including declared inclusions), the current Student Learning Plan (if any), and the current IEP (if any) to the requesting institution. The school authority will retain a copy of the PSR, indicating the school where the records have been sent and the date of the student record transfer.

ii. If the requesting institution is outside British Columbia, a photocopy of the PSR will be sent (including declared inclusions), along with the current Student Learning Plan (if any), and the current IEP (if any).

iii. Requests for a student's record from a public school require that the public school administration provide a copy of the PSR (including declared inclusions) and current Student Learning Plan (if applicable) and IEP (if applicable) to the independent school authority. The original PSR must be retained by the public school.

iv. The school authority will only transfer sensitive, confidential information (e.g., psychiatric assessments) after dated and signed parent/guardian consent has been obtained.

v. The school authority will not transfer a record of a Section 14 *Child, Family and Community Service Act* report of alleged sexual or physical abuse made to a child protection social worker.

vi. A summary of a former student's school progress may be provided to prospective employers, at the written request of a former student. The school authority reserves the right to assess a fee for this service.

vii. A Student Record will be reviewed when a student transfers. The lead administrator will ensure that the documents listed as inclusions are still required inclusions (e.g. not expired or rescinded) or still deemed to be relevant and important to the educational program of the student. Expired, rescinded, or irrelevant inclusions will be removed from the Student Record and the documents themselves will be shredded.

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_01

STATUS OF PARENT/GUARDIAN

(ADMISSION TO CANADA AND RESIDENCY) – FORM A

To be completed and signed by a parent or legal (court-appointed) guardian. If legal guardian, attach a copy of the court order.
order appointing you as legal guardian.

(Lawfully Admitted into Canada)

1. I am (*please ✓ one*):

- A Canadian citizen (please attach a copy of the parent's birth certificate or citizenship paper/card).
- Permanent Resident (please attach a copy of the parent's landed immigrant status paper or Permanent Resident card).
- Lawfully admitted to Canada under the Immigration and Refugee Protection Act (Canada) with one of the following documents (please mark the appropriate box below and attach a copy of the document):
- Admission as a refugee or refugee claimant.
- Valid student permit for two or more years (or issued for one year but anticipated to be renewed for one or more additional years).
- Valid employment authorization (work permit) for two or more years (or issued for one year but anticipated to be renewed for one or more additional years).
- A person carrying out official duties under the authority of the Visiting Forces Act or as an accredited diplomatic agent, pre-clearance officer, consular officer or official representative in Canada of a foreign government with a consular post in British Columbia.
- Other - document description: *(must be cleared with Citizenship and Immigration Canada)*:

_____

(Residency in British Columbia)

I am a resident of British Columbia (*please ✓ one*):

- **YES** Residency address: _____

_____

(Attach a recent copy of a utility bill, mortgage document, rental agreement or tax assessment, etc.)

- **NO** I am not a resident of BritishColumbia.

Confirming signatures:

3. Parent/Legal Guardian's name: _____

Parent/Legal Guardian's signature:_____Date: _____

For Office Use Only:

Proof of Residency *(Initials):*_____ Date: _____

BRITISH COLUMBIA

K–12 International Student Homestay Guidelines/Contract

Ministry *of* Education and Child Care | 2024

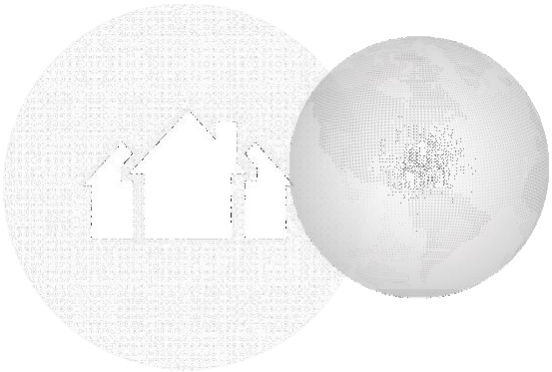
BRITISH COLUMBIA | Ministry of Education and Child Care

Introduction

ABOUT B.C. K-12 INTERNATIONAL STUDENT HOMESTAY GUIDELINES

The purpose of the B.C. K-12 International Student Homestay Guidelines is to provide consistent, province-wide best practice standards for B.C.'s K-12 homestay sector.

The Guidelines were developed between October 2014 and June 2015 by a working group comprised of K-12 school district, independent school and Ministry of Education & Child Care representatives. In 2017 and 2023, the Guidelines were updated with the help of expanded working groups including K-12 and post-secondary representatives to capture changes in the International Education sector relevant to homestay. They represent the commonly held view on industry best-practice.



The Ministry of Education and Child Care wishes to acknowledge the following organizations for participation in the 2023 working group:

- **School District No. 6** *(Rocky Mountain)*
- **School District No. 42** *(Maple Ridge-Pitt Meadows)*
- **School District No. 44** *(North Vancouver)*
- **School District No. 60** *(Peace River North)*
- **School District No. 72** *(Campbell River)*
- **School District 73** *(Kamloops-Thompson)*
- **Highroad Academy Christian School**
- **International Public School Education Association** *(IPSEA)*
- **Federation of Independent School Associations** *(FISA)*
- **British Columbia Council for International Education** *(BCCIE)*
- **Langara College**

HOMESTAY AND LEGISLATION

Federal, provincial, and municipal laws apply to homestays. It is the responsibility of each of the groups described in this document to be familiar with applicable legislation. Groups are each responsible for seeking legal advice as needed.

WHO SHOULD USE THESE GUIDELINES

B.C.'s K-12 International Student Homestay Guidelines consider short-term and long-term homestay placements of K-12 students as determined by B.C. international student programs or by professional homestay companies working with schools and districts.

The document provides best-practice standards, arranged in six sections, for groups involved in arranging, working with, or participating in homestays.

GROUP		SECTION
Homestay Program Providers	*Companies or organizations that arrange K-12 homestay placements in B.C.*	**Section 1**
International Student Programs	*B.C. schools or districts that enrol international students*	**Section 2**
Host Families	*B.C. families that host international students (also known as 'homestay families')*	**Section 3**
K-12 International Students	*K-12 students who ordinarily reside outside of B.C. and Canada who come to B.C. and enrol in a K-12 program of study*	**Section 4**
Parents/Guardians of International Students	*An international student's parent or legally appointed guardian*	**Section 5**
International Student Agents	*Individuals or companies that assist international students in selecting a suitable country, city and school in which to study*	**Section 6**

ABOUT HOMESTAY IN BRITISH COLUMBIA

The Province of British Columbia and B.C. school district and independent school international student programs are proud of B.C.'s world class education, our welcoming communities and our incredible natural environment. Recognizing that homestay plays a pivotal role in an international student's experience, B.C. is committed to high-quality homestay experiences for all students.

A **homestay** – *is a formal arrangement by an international student program, or its delegates, to house an international student with an approved family during the course of study. This family and its residence are both commonly referred to as the 'homestay'. B.C.'s Guidelines refer to this family as the host family. A K-12 homestay student is a minor child (i.e., under 19) from outside B.C. who pays a fee to stay with a homestay family in return for meals, a private room, family support, and various cultural experiences.*

In British Columbia, school districts and independent schools offer homestay using *three different* **administrative models**:

1. Some school districts and independent schools run their own homestay programs.
2. Some schools and districts contract the administration of their homestay programs out to other homestay providers.
3. Some school districts or independent schools keep lists of homestay program providers for international parents and students.

There are also homestay service providers, such as private companies or websites, which might not have a relationship with a K-12 school district or independent school. Some parents and/or international students may be considering working with such a homestay program provider or, alternatively, placing the student with a relative or family friend. Parents and international students considering these options may want to consult with the school district or independent school international student program before finalizing their decision. The international student program may have policies or information directly relating to these situations.

Guidelines

A homestay program provider is an organization or company that arranges homestays. Sometimes the homestay program will be provided by the school or school district. Sometimes the provider will be a third-party company or organization.

SECTION 1: HOMESTAY PROGRAM PROVIDER RESPONSIBLITIES

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

1. Maintain a homestay screening process for host families and for international students to determine suitability. The host family screening process should be published and should include:
   A. *Scheduled host parent interviews and home inspections. Home Inspections should be scheduled at least once every two years*
   B. *Scheduled Criminal Records Checks with Vulnerable Sector Checks every three years for all adult household members*
   C. *Reference checks for the host family parent(s) where required*
2. Gather appropriate and up-to-date personal records/contact information for the student, parent/guardian, custodian and/or host family, including:
   A. *Legal first and last names (i.e., as they appear in a passport)*
   B. *Gender*
   C. *Age*
   D. *Relevant medical information*
   E. *Country of residence*
   F. *Address*
   G. *Contact phone number and email address*
3. Ensure that all data collected and any information distributed by the homestay program provider complies with protection of privacy legislation.
4. Deliver a comprehensive training program for new host families to ensure familiarity and understanding with best practices and develop a process for regular host families to stay current with best practices.
5. Place no more than two international students with a host family at the same time.
6. Avoid concurrently placing both adult and minor international students in the same home unless there is a clear rationale for how this benefits the students. In circumstances where minor and adult students are placed together, parents of the minor student must be informed of the situation.
7. Inform the host family of potential student placements by using a standardized student profile form that includes the dates of accommodation, special requirements, and relevant medical and behavioral background.
8. Liaise with the student, school, host family and parents/guardian and provide each with support.
9. Communicate with international students and host families on a regular basis.
10. Provide 24-hour emergency contact for international students and homestay families.
11. Implement and maintain quality assurance and program evaluation mechanisms.
12. Offer conflict resolution services *(and the opportunity to reach consensus)* to both the host family and the international student.
13. Maintain clear, published standards and procedures relating to homestay, including procedures for the dismissal of host families in warranted cases and procedures for transferring students to a different host family.
14. Develop separate reference manuals for host families and for international students (and their parents) that describe relevant legislation, standards and procedures. Manuals should contain standards and procedures applicable to the full range of a host family's and an international student's homestay experience

15. Maintain clear, published fee information including:
    A. *Terms of Agreement - payment of fees to whom and when*
    B. *Per diem and monthly homestay fees*
    C. *Services included with fees*
    D. *Additional fees*
    E. *(e.g. airport pick-up or drop- off or storage fees)*
    F. *Refund policy*
16. Ensure published documents and templates use gender-inclusive language and include a place for legal and preferred names where appropriate.
17. Provide, as appropriate and where possible, the international student with access to a person who can speak the student's primary language. This may include agent, parent, or other contact via online communication.
18. Share medical or mental health concerns that arise during the course of the homestay with the international student program, the host family, the custodian or the student's parent(s)/guardian(s) as appropriate.
19. Provide additional standards and procedural supports and requirements for younger homestay students as appropriate.
22. Publish the homestay program provider's legal limitations.
23. Inform international students who are about to be placed with a host family about the following resources:
    A. ***B.C. Helpline for Children (Tel: 310-1234)*** *May be called to report when a child or youth under 19 years of age is being abused or neglected. There is a legal duty to report your concern to a child welfare worker*
    B. ***Kids Help Phone (Tel: 1-800-668-6868)*** *Provides counselling and mental health support*
    C. ***Kelty Mental Health Resource Center (http://keltymentalhealth.ca)*** *Resources regarding mental health issues, substance use, medications, and healthy living*
    D. ***HealthLink BC 8-1-1 Services (Tel: 811)*** *Free-of-charge provincial health information and advice phone line available in British Columbia*
    E. ***Suicide Crisis Helpline (Text/Tel: 988) https://988.ca*** *Confidential, free, 24-hour access to responders trained in suicide prevention.*
    F. *Medical insurance provider options*

SECTION 2: INTERNATIONAL STUDENT PROGRAM RESPONSIBILITIES

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

The International Student Program is the administrative group or unit within a school district or independent school that arranges for and supports international students while they are studying in a B.C. K-12 school.

1. Identify the custodian, appointed by the parent/guardian, who is responsible for the care of each international student. The international student program should articulate its expectations of a custodian.
2. Develop clear procedures for host family parents in connecting with their international student's school. Host family involvement with ELL/ESL or with French language learning / French as a second language support, attendance, and extra-curricular activities will promote "school connectedness" and support student learning and success.
3. Develop procedures and templates for communicating with the parent(s)/guardian(s) and custodian.
4. Support host families with conflict resolution procedures and processes to resolve the variety of issues that may arise during the homestay. A clear outline of when and who to contact should additional support be required is highly recommended.
5. Encourage homestay families to be specific and thoughtful regarding the Code of Conduct. Considerations such as curfew, internet use, chores, etc. should be clearly outlined and communicated to the student. Ensuring that all responsibilities are developmentally appropriate and suitable within the context of the home is important.
6. Provide host families with a variety of resources to support their international student in acquiring English or French as an additional language.
7. Publish the international student program's legal limitations.
8. Develop a participation agreement with the student and parent(s)/guardian(s) that includes expectations of student behavior, conflict resolution processes and grounds for dismissal from homestay and/or the school/district program.

SECTION 3: HOST FAMILY RESPONSIBILITIES

To promote the best possible homestay experience for international K-12 students, host family parent(s) should:

1. Provide a caring, nurturing, and supportive environment for international students.
2. Host families must provide a home free from discrimination based on sex, sexual orientation, gender identity, race, nationality, language, religion, and culture or cultural heritage.
3. Abide by all rules/guidelines established by the homestay program provider when hosting a student placed by that provider.
4. Be 25 years of age or older or receive approval from the international student program as an approved exception.
5. Ensure that all residents, long-term guests (i.e., those who stay for two or more weeks), and frequent visitors of the home over the age of 18 clear a Criminal Record Check with Vulnerable Sector Check.
6. Agree to scheduled in-home inspections by the international student program and/or the homestay program provider.
7. Homestay families must inform the homestay provider/program of all individuals living in the home including other students, frequent visitors or long- term guests, and those who take up residence after the student has arrived.
8. Have up to two international students in the homestay at the same time. It is recommended to have a mix of language groups in the home.
9. Consult with the Homestay Provider/ Program before concurrently hosting both adult and minor international students.
   In circumstances where minor and adult students are placed together, parents of the minor student must be informed of the situation.
10. Provide food for three nutritious meals and snacks each day.
11. Provide a clean and tidy home with a private, adequately furnished bedroom, with access to:
    A. *An area with a desk, chair and adequate lighting for homework*
    B. *A bathroom, linens and use of laundry facilities*
    C. *A clothing storage space*
    D. *Entry into the home like any other member of the family (e.g., house key and alarm code, if applicable)*
    E. *The Internet to support educational goals and consistent communication with home*
12. Ensure the house is safe and complies with the BC Building Code and any local building bylaws (as applicable) and with the BC Fire Code and local fire protection bylaws.
13. Ensure the student's general well-being, seek medical attention when necessary, and report any significant medical, behavioural, or mental health issues to the school, the custodian, the homestay program provider and the international student program.

The host family, also known as the 'homestay family', is the B.C. family that welcomes an international student into its home to live while the student studies at a B.C. K-12 school.

14. Inform the school or international student program if the student drinks alcohol, takes or possesses non-prescribed or illegal drugs, does not abide by homestay program or homestay family rules, or breaks the law.
15. Ensure the home and auto insurance policy adequately covers students residing within their home; some policies do not cover homestay students.
16. Ensure the home security system, in particular camera and video recording, is explained to the student during the home orientation, complies with privacy requirements, and does not invade the student's reasonable expectation of privacy.
17. Promote strong connections between an international student and their parents, schools and communities by:
    A. *Using the student's desired language of study (English or French) in the home*
    B. *Imposing reasonable limits on the student's personal use of the internet (i.e., number of hours/day and appropriate times of day)*
    C. *Negotiating and enforcing an appropriate and reasonable curfew and house rules for the student*
    D. *Assisting the student in seeking extra-curricular activities and sports*
    E. *Attending school or district orientation for host families and other cultural or education events*

SECTION 4: INTERNATIONAL STUDENT RESPONSIBILITIES

International students coming to British Columbia and entering a homestay should:

International students are students from outside Canada who do not meet the Ministry of Education & Child Care's funding eligibility requirements and typically pay international student tuition fees to the school district or independent school.

International students will have to obtain the authorization of the Canadian government to enter Canada with the intention of pursuing studies longer than six months.

1. Abide by all rules/guidelines established by the homestay program provider when staying with a host family arranged by that provider.
2. Abide by municipal, provincial and federal laws.
3. Engage with the host family and the school and seek out opportunities to becomeinvolved in the school and family life.
4. Communicate regularly with their parent(s)/ guardian(s) and with their host family.
5. Communicate significant issues or concerns to the host family, parent/guardian, custodian, school principal, vice-principal or teachers, homestay program provider or international school program as appropriate. If you are not sure who to contact, speak with your homestay coordinator.
6. Understand that the international student program may require a student to move homestays or withdraw from the international student program in cases where accommodation that has been arranged privately is deemed to be unsafe or unsuitable, or if the student's behaviour in the home is unreasonable or unacceptable, or if the student fails to comply with program/ provider regulations and guidelines.
7. Respect and be responsible toward the homestay home and property and pay for any damage to family property if found to be responsible for the damage.
8. Understand that there are the following resources regarding child health and safety:

   A. **B.C. Helpline for Children (Tel: 310-1234)**
   May be called in cases where the international student feels he/she is being mistreated or feels unsafe in the home or at school

   B. **Kids Help Phone (Tel: 1-800-668-6868)**
   Provides counselling and mental health support

   C. ***Kelty Mental Health Resource Center (http://keltymentalhealth.ca)***
   Resources regarding mental health issues, substance use, medications, and healthy living

   D. **HealthLink BC 8-1-1 Services (Tel: 811)**
   Free-of-charge provincial health information and advice phone line available in British Columbia

   E. ***Suicide Crisis Helpline (Text/Tel: 988) https://988.ca*** *- confidential, free, 24-hour access to responders trained in suicide prevention*

SECTION 5: PARENT/GUARDIAN RESPONSIBILITIES

An international student's parent/guardian should:

1. Accurately completetheapplication and in-take materials and disclose all the student's relevant information, including medical conditions and medications, exceptional learning needs, behavioural or other concerns to the homestay program provider and the host family so that they are fully able to support and care for the student for the duration of the homestay.
2. Be familiar with the rules/guidelines established by the homestay program provider arranging the host family placement for the student and help ensure the student abides those expectations.

Parents are the biological or adoptive parents of an international student. Guardians are persons who have been legally authorized to act in place of the student's parents. The legal guardian is distinct from a custodian.

3. Stay in regular touch with the student to monitor that the student is coping well with the pressures and stresses that come with living and studying in anew country and learning a new language, while giving them the space they need to adapt to new routines.
4. Report significant concerns to the homestay program provider.
5. Understand that the international student program may require a student to move homestays or withdraw from the international student program in cases where accommodation that has been arranged privately is deemed to be unsafe or unsuitable, or if the student fails to comply with program/provider regulations and guidelines.
6. Understand that the international student program may require the student to move homestays or leave the program at any time if the student's behaviour in the home is unreasonable or unacceptable, or if the student fails to comply with program/provider regulations and guidelines. Parents may be responsible for bearing the costs of the move or program withdrawal.
7. Understand that there arethe following resources regarding child health and safety:

   A. ***B.C. Helpline for Children (Tel: 310- 1234)*** *May be called to report when a child or youth under 19 years of age is being abused or neglected. There is a legal duty to report concerns to a child welfare worker*

   B. **Kids Help Phone (Tel: 1-800-668-6868)** *Provides counselling and mental health support*

   C. ***Kelty Mental Health Resource Center (http://keltymentalhealth.ca)*** *Resources regarding mental health issues, substance use, medications and healthy living*

   D. **HealthLink BC 8-1-1 Services (Tel: 811)** *Free-of-charge provincial health information and advice phone line available in B.C.*

   E. ***Suicide Crisis Helpline (Text/Tel: 988) https://988.ca -*** *confidential, free, 24-hour access to responders trained in suicide prevention*

SECTION 6: INTERNATIONAL STUDENT AGENT RESPONSIBILITIES

International students and their families sometimes hire agents to help place the student in an international student program. International student agents should:

1. Provide support to international student programs, homestay program providers, and international students and their families, particularly in regard to communicating with the parent/guardian if and when requested by the homestay program provider or the international student program.
2. Be familiar with the B.C. K-12 International Student Homestay Guidelines and the best practices expectations of the homestay sector in British Columbia.
3. Help students to understand and abide by all rules/guidelines established by the homestay program provider when staying with a host family arranged by that provider.

Agents are paid consultants, based in B.C. or abroad, who help to arrange aspects of an international student's education or travel. In cases where the agent arranges for the homestay, the agent would also be considered the homestay program provider and would be expected to meet the responsibilities described in Section 1.

Glossary/Definitions

FOR THE PURPOSES OF THESE GUIDELINES

Custodian – is a responsible adult, who is a Canadian citizen or a permanent resident, and is appointed by a child's parent/guardian, through an international student program's authorized document, to care for and support that child. International student programs and the Canadian federal government require that international students who are minor children have a custodian while studying in the province of British Columbia. A custodian is optional for minors 17 years of age and older, but an officer can request one on a case-by-case basis.

Code of Conduct – is a set of written rules on how to behave and interact with other people. Under the Provincial Standards for Codes of Conduct Order, boards of education must establish one or more codes of conduct for the schools within their jurisdiction and ensure that schools implement the codes.

Guardian – as under the *BC Family Law Act*, the parent of a child is generally that child's guardian. A guardian may also be a person who has been legally authorized to act in place of the student's parents. A guardian has legal responsibilities and rights for that child.

Homestay - is a formal arrangement by an international student program, or its delegates, to house an international student with an approved family during their course of study. This family and its residence are both commonly referred to as the 'homestay'.

Homestay Program Provider – is the entity that places students with a host family. Depending on the circumstances, the homestay program provider could be an independent school or school district, a company or organization contracted by the international student program, or a business or individual that is not in a relationship with the international student program.

Host Family or Homestay Family – is the family with which an international student resides during the course of a homestay.

International Student – refers to students fromoutside Canada who do not meet the Ministry of Education's funding eligibility requirements and typically pay international student tuition fees to the school district or independent school. Many international students will have to obtain the authorization of the Canadian government to enter Canada with the intention of pursuing studies longer than six months.

International Student Program – is an administrative unit within an independent school or school district. The international student program administers, facilitates or arranges for the education, accommodation and care of international students.

Minor Child – refers to any person below the age of 19 years. Minor children require certain care by either a guardian or custodian.

Parent – refers to thebiological or adoptiveparent of a child.

Private and/or Independently Arranged Accommodation – is accommodationthathas been arranged for an international student that is not provided by a school or school district approved homestay program provider.

Residence/Boarding – refers to accommodation where two or more minor students live together, typically on the school property and administered by a B.C. independent school. Residence/Boarding situations are not covered by these Guidelines.

School Connectedness – is a term used by educators to describe the level of connection that a student feels for their school. Research shows that a strong feeling of connection to a school and to the adults in that school leads to stronger school performance.

ROYAL BRIDGE Home Stay Application

Date: _____

- **Name of the student:**
- **Student's school name and address:**
- **Student's Permanent address:**
- **Student's contact information such as telephone and email:**
- **Student's Father's name and contact Info:**
- **Student's mother's name and contact info:**
- **Guardian's name and contact info:**
- **Any other emergency contact info:**

***Please provide the copy of the passport**

Terms of Homestay Agreement (Student & Homestay Family)

1. The family should speak English when the student is present
2. The family will not require or request the student to babysit or require the student to do housework apart from keeping his/her own room, putting things where they should be (such as plates after use) and bathroom clean
3. The family will treat the student with respect and appreciation and will not deal with the student in an aggressive or abusive manner.
4. Make your student aware of rules and regulations of your household, preferably in writing
5. Students can expect to have most of their dinners with the family
6. Students will be provided with a room, three meals per day and allow the students to bathe daily. A reasonable time to be allowed should be not less than 15 minutes and not more than 1 hr.
7. Students will respect homestay family, their property and will abide by homestay family's rules.
8. Student will call homestay family when student plans to miss dinner, stays out late, or stays over-night at a friend's home
9. Student will not drink alcohol or take any illegal drug. Students understand that if they do, students will be asked to leave homestay immediately. Student also understands that they will not receive any refund of homestay fees
10. Students' school matters will be looked after by their legal guardian, not by the host family, except calling the school for sick leave.
11. Any damage or breaking items by the student's misbehavior will be replaced or repaired at the student's cost.
12. Security deposit amount of $600 is due on move-in date and refunded when moving out
13. $ 1,200 a month homestay fee is payable before 1st day of the month

14. If the student goes back home for more than 2 weeks, than home stay fee to be half of normal charge for the period

15. The Homestay family agrees to Homestay Inspection by School-based personnel:

- **As a condition of approval**
- **When requested by Royal Bridge and/or if a problem or issue arises.**

Leaving Homestay

1. Students must stay for the first month after moving in and must give one month's advance written notice for leaving. (ex: if moving out in June than move out notice must be given in May)
2. If the student leaves homestay without giving proper advance written notice, they must pay $600 penalty
3. Students understand that students are booking the homestay by the month and so they are not entitled to a partial refund if they go away on holidays or leave early from homestay.

I have read the above stated terms and conditions and agree to abide by them as conditions of my ongoing participation in the program. **If the above conditions are breached by either party** (Homestay student or Homestay Parent) no matter the reason(s), the contract may be terminated summarily.

Homestay family: _____ Date: _____

Name and signature

Student: _____ Date: _____

Name and signature

NOVEMBER 2019

PERSONAL INFORMATION PRIVACY POLICYFOR

PARENTS AND STUDENTS

of

ROYAL BRIDGE HIGH SCHOOL
2567 Lougheed Hwy,
Port Coquitlam. BC.
V3B 1B4

Independent schools in British Columbia are invited to adopt or adapt some or all this sample policy. This policy document is not legal advice but is intended to assist members in complying with the requirements of the Personal Information Protection Act (British Columbia).
Only the Act is definitive.
Lawyers should be consulted for legal advice.

Issued by FISA March 2004

NOVEMBER 2019

ROYAL BRIDGE HIGH SCHOOL

PERSONAL INFORMATION PRIVACY POLICY FOR PARENTS AND STUDENTS

The School's Commitment to You

Safeguarding personal information of parents and students is a fundamental concern of **ROYAL BRIDGE HIGH 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 **ROYAL BRIDGE HIGH 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.

ROYAL BRIDGE HIGH 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 **ROYAL BRIDGE HIGH SCHOOL** and an individual from time to time.

Ten Privacy Principles

As part of **ROYAL BRIDGE HIGH 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 **ROYAL BRIDGE HIGH 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 another legal representative of a student.

"**Student**" means a prospective, current, or past student of **ROYAL BRIDGE HIGH SCHOOL**

Principle 1 – Accountability

ROYAL BRIDGE HIGH SCHOOL

is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school designates (an) individual(s) who is(are) accountable for the school's compliance with the *Ten Privacy Principles*. This individual isthe *Privacy Officer* of the school.

You may contact our Privacy Officer as follows:

ROYAL BRIDGE HIGH SCHOOL	
Attention:	Privacy Officer (Steve Jiang)
Address:	2567 Lougheed Hwy, Port Coquitlam. BC. V3B 1B4, BC
Phone:	604.474.3718
Fax:	
Email:	info@royalbridge.ca

Principle 2 – Identifying Purposes

ROYAL BRIDGE HIGH 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?

ROYAL BRIDGE HIGH 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 come to the school directly from parents and students or is information regarding the student's school activities, performance or behaviour, such as attendance records or grades. For example, when a student applies to register in the school, the school will ask you to provide the information that enables it to complete the registration process. This also includes information on academic, health, and personal matters needed by the school to provide the best possible education and co-curricular programs.

ROYAL BRIDGE HIGH SCHOOL also collects information in connection with the use of its computer systems.

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

Principle 3 – Consent

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

If a person provides (**ROYAL BRIDGE HIGH 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 **ROYAL BRIDGE HIGH SCHOOL** to collect, use and disclose such personal information for the purposes set forth in this Personal Information Privacy Policy.

Principle 4 – Limiting Collection

ROYAL BRIDGE HIGH SCHOOL will limit the personal information collected to that information necessary for the purposes identified by the school.

Principle 5 – Use, Disclosure and Retention

ROYAL BRIDGE HIGH 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?

ROYAL BRIDGE HIGH 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 inthose areas or as adjunct information in delivering educational services.
- [NOTE: list additional purposes for which student or parent personal information is used.]

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

ROYAL BRIDGE HIGH 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?

ROYAL BRIDGE HIGH 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 **ROYAL BRIDGE HIGH SCHOOL** may disclose personal information.

Principle 9 – Individual Access

ROYAL BRIDGE HIGH 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 the school records of the student with appropriate notice during normal school hours. In situations of family breakdown, the school will grant access to records of students in accordance with the law.

Principle 10 – Complaint Process

Individuals may question compliance with the above principles.

Questions, Concerns and Complaints

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

APPENDIX

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

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

This information is required in order to register your child at this school and assist the school authority in making an informed decision as to your child's suitability and appropriate placement in the school. It will also allow the school to respond immediately to an emergency. For more information, the privacy officer for **ROYAL BRIDGE HIGH SCHOOL** *is STEVE JIANG and may be reached at 604.474.3718*

Signature:_____Date: _____

2. I consent to have photographs and work samples of my child(ren) used **ROYAL BRIDGE HIGH SCHOOL** in the yearbook, newsletters and other promotional material.

Signature:_____Date: _____

Release and Storage of Parent Personal Information

ROYAL BRIDGE HIGH SCHOOL acknowledges that there will be no disclosure of personal information to unauthorized personnel or third parties who are not directly involved in school management or the care, supervision and instruction of your child(ren) at this school, unless written authorization from a parent or legal guardian is provided to the school. The school will securely store all digital and hard copy parent and student personal information.

Name of School Privacy Officer: **STEVE JIANG** _____

Signature of School Privacy Officer:_____Phone: 604.474.3718

When Authorized by You

- Other educational institutions routinely contact the school for personal information about students. For example, if a student moves to another school, college or university, student records are requested by the enrolling institution. Your permission to pass on these records is usually obtained when the student is registered, and you authorize the school to disclose such information to other appropriate educational institutions for the ongoing education of the student.

- Contact information may be used to enable the school to provide the para-educational and administrative services usually operated by the school. These services include phoning committees, participation groups, parent meetings, fundraising, events, annual general meetings, etc.

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

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

When Required by Law

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

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

When Permitted by Law

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

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

Outside Service Suppliers

At **ROYAL BRIDGE HIGH 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 yearbook publisher the information required to produce the annual yearbook.]** Suppliers of specialized services are given only the information necessary to perform those services, and **ROYAL BRIDGE HIGH 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

ROYAL BRIDGE HIGH SCHOOL will take appropriate steps to ensure that personal information collected by **ROYAL BRIDGE HIGH 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 **ROYAL BRIDGE HIGH SCHOOL** request that **ROYAL BRIDGE HIGH SCHOOL** an error or omission in any personal information that is under **ROYAL BRIDGE HIGH SCHOOL**'s control **ROYAL BRIDGE HIGH 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

ROYAL BRIDGE HIGH 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

ROYAL BRIDGE HIGH SCHOOL makes 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 **ROYAL BRIDGE HIGH SCHOOL**

BRITISH COLUMBIA

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

REQUEST FQR ACCESS TO RECORDS

NAME OF PUBI::IC BODY TO WHICH YOU ARE DIRECTING YOUR REQUEST":

YOUR NAME

LAST NAME | FIRST NAME | MfDOI.E NAME | ☐ MISS ☐ MS O MRS. ☐ MR. ☐ OTHER:

STREET, APART"4ENT NO.. P.O. BOX, R.R. NO. | CITY/TOWN | PROVINCE I COUNTRY | POSTAL CODE

YOUR CONTACT INFORMATION'

OAY PHONE NO. ( ) | ALTERNATE PHONE NO. ( ) | LAOORESS

DETAICS QFREQUESTED INFORMATION

INFORMATION REQU STED (PLEASE DESCRIBE THE RECORDS YOU ARE REQUESTING. BEAS SPECIFIC AS POSSIBLE, AS THI WILL ASSIST THE REQUEST PROCESS. ATTACH A SEPARATE SHEET IF THE SPACE BELOW IS NOTSUFFICIENT.

PI.EASE SPECIFY *Afr(* REFERENCE OR FILE NUMBER (S) , IF KNOWN

ARE YOU REQUESTING ACCESS TO ANOT HER PERSON'S PERSONAL INFORMATION? ☐ YES ☐ NO
(IF SO, PLEASE AT TACH, AS APPROP IATE:
a) THAT PERSON'S SIGNED CONSENT FOR DISCLOSURE, OR
b) PROOF OF AUTHORITY TO ACT ON THAT PERSON'S BEHALF.)

PREFERRED **METHOD** OF ACCESS TO RECORDS
☐ EXAMINE ORIGINAL
☐ RECEIVE COPY

YOUR SIGNATURE

DATE SIGNED *rt'(Y'f* MMM DO)

I 1

REQUEST NO.

REQUEST CATEGORY
☐ ACCESS TO ENERAL INFORMATION (ARCS 2-82-30/)
☐ ACCESS TO f.ERSONAL INFORMATION (ARCS 292-40/)

REQUEST CODE | DATE RECEJVEO YYYY**MMM** OD) | NAME OF PUBLIC BODY RECEMNG REQUEST

I I

- YOU **MAY MAKE** A REQUEST FOR ACCESS TO RECORDS 'WITHOUT USING THIS FORM, PROVIDED YOU DO SO IN WRITING.
- BIRTHDATE AND CORRECTIONS SERVICE NO. ARE REQUIRED TO VERIFY THE INDIVIDUAL REQUESTING THE INFORMATION
- PERSONAL INFORMATION CONTAINED ON THIS FORM IS COLLECTED UNDER THE *FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT* AND WILL BE USED ONLY FOR THE PURPOSE OF RESPONDING TO YOUR REQUEST.

IPB 1 (07/09)

OPTIONAL

YOUR ADDRESS

FOR PUBLIC BODY USE ONLY

Learning Resources Policy

A. Introduction

Effective July 1, 2016, independent school authorities are required to have policies and procedures on how learning resources are chosen for use in schools. The learning resources requirement is authorized under the authority of the Independent School Act, s 4(1)(b) which states:

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

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

The Ministry of Education no longer conducts evaluation processes to recommend learning resources, leaving the responsibility to the school authority. This policy sets out the procedures that determine how learning resources are chosen, as well as how concerns or challenges will be addressed by **Royal Bridge High School.**

B. Definition of Learning Resources

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

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

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

C. Learning Resources Approval Process

Royal Bridge will encourage teachers to utilize educational media that have been formally evaluated before being used in the classroom. The evaluation process involves a minimum of two school authority representatives, one of whom is a practicing teacher with at least three years' experience, preferably in grade level and subject area for which the resources are to be used. The recommended scope of professional learning resources for review includes Secondary (Gr 9-12.)

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 and cultural values of Royal Bridge.

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

D. Authority Approval

The RBHS Board will approve resources used by Royal Bridge which then become recommended resources for a five-year period unless they are withdrawn. The authority may continue to use the learning resources after five years if the authority grants an extension of an additional five-year period.
Learning resource approval is confirmed by a motion(s) passed by the Royal Bridge Board of Directors.

E. Withdrawal of Recommended Learning Resource

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

The recommendation of withdrawal will be made by a committee of at least two representatives of Royal Bridge one being a practicing teacher with at least three years' experience preferably in grade level and subject area for which the resources are used. Secondary (Gr 9-12). (*See note for Section C)*

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

F. Challenge to the Use of Authority Recommended Learning Resources

Challenges to the use of authority recommended learning resources must be made in writing to the principal, identifying the learning resource and stating the reason why the resource(s) may not be suitable. Challenges will only be accepted from individuals in the school community whose children are directly engaged with the learning resource(s), educators who use the resource(s) or Ministry of Education staff.

Within 14 days of written receipt of a learning resource challenge, the principal will convene a meeting of a committee, consisting of a minimum of three representatives of Royal Bridge, one of whom must be an administrator and another a practicing teacher. The practicing teacher must have at least three years of experience in the grade level(s) and subject area(s) for which the resource is used.

Based on the committee's recommendation, the authority may dismiss the challenge, raise the awareness of the implications of using the resource with the teaching staff, communicate with the publisher and/or withdraw the recommended resource from further use in the school.

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

G. Sources of Learning Resources

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

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

DISTRICT-WIDE NETWORK AND INTERNET APPROPRIATE USE

Background

RBHS's School-wide network provides data communication links to all students and staff. Internet services and technologies offer valuable learning experiences for students and sources of information for teachers. At the same time, there are potential hazards. Students may receive offensive communications and may access material which is not appropriate. As with other methods of communication, there are opportunities with computer networks for students to create and distribute inappropriate materials and to conduct themselves in ways that are unacceptable. Therefore, Royal Bridge is obliged to inform parents of potential risks and benefits and impose rules on what students see and do.

Our primary business purpose is the education of our students; therefore, business and administrative use of school computers is intended for the direct support of the school's operation.

Access to the Internet is available through the use of electronic mail and the World-Wide Web (WWW) and is provided to staff members to assist in the performance of their work.

The school does not permit the use of its computers and networks to create, distribute, or access any material which would not be considered suitable for any sector of our clientele, particularly students. Inappropriate use of school computers has the potential to cause severe public embarrassment and damage the trust relationship that we have with our public. Users must avoid accessing sites that might bring the school into disrepute. Internet usage must be able to survive public scrutiny and/or disclosure.

Users must comply with all applicable laws and regulations and must respect the legal protection provided by copyright and licenses with respect to both programs and data.

In providing Internet access for students the school also affirms that it will not permit the creating, distributing, or accessing of any material which is not suitable for classroom learning.

Procedures

The following procedures are therefore intended to ensure appropriate use. Inappropriate behaviours may lead to disciplinary action for students under the RBHS Code of Conduct for Students, corrective action up to and including termination for staff, and/or suspension or limitation of network access privileges:

1. RBHS's local and wide area networks are intended only for educational purposes and for business and administrative functions directly in support of the school's operation.

2. Network services and access to these services shall only be used by authorized persons. Where password-protected accounts are used, network users are personally responsible for all activity that occurs within their accounts. Where possible, students are to have their own password-protected account and teachers are not to permit students to operate under the teacher's account. Teachers are expected to take all reasonable precautions to ensure that their students are not accessing inappropriate material on the Internet.

3. When interacting with other users on the school-wide network or Internet, users are expected to behave as they would in any other environment where they represent their school. It is important that users conduct themselves in a responsible, ethical, and polite manner in accordance with the standards of propriety in the school.

4. Using the School's networks and the Internet for illegal, obscene, harassing or inappropriate purposes, or in support of such activities, is prohibited.

5. The school's networks are shared resources and must be used in moderation. From time to time, users may be asked to limit or relinquish access to high-priority processes or to accommodate others.

6. Users are advised that computer systems (and files/records including email records) are School property and may be inspected or monitored at any time if misuse is suspected.

7. All above rules apply whether School network access is gained from in or out of school/work settings and/or school/work time.

8. Inappropriate use of network services includes, but is not limited to, the following:

   8.1 Users may not use the RBHS's networks or computing equipment to:

      8.1.1 transmit any materials in violation of Canadian laws

      8.1.2 download, duplicate, store, or transmit pornographic materials

      8.1.3 transmit or post threatening, abusive, obscene or harassing material

      8.1.4 duplicate, store, or transmit copyrighted material that violates copyright law

      8.1.5 participate in pyramid schemes or chain mail

      8.1.6 harassment of other users

   8.2 Users may not violate, or attempt to violate, the security of the RBHS's computers, data or network equipment or services. Users must not attempt to obscure the origin of any message or download materials under an assumed Internet address.

      8.2.1 Any attempts at unauthorized access of RBHS data is prohibited and will result in termination of the user's computer and network privileges.

      8.2.2 Any attempt to vandalize RBHS network accounts or systems is prohibited and will result in the termination of the user's computer and network privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another member, the school, or any of the

agencies or other networks that are connected to the Internet. This includes,

but is not limited to, the uploading or creation of computer viruses.

8.2.3 Use of another individual's password-protected account is prohibited.

8.2.4 Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the school's networks and services.

8.3 Users may not:

8.3.1 use abusive, vulgar, profane, obscene, harassing, or other inappropriate language;

8.3.2 criticize the spelling, writing or keyboarding of others;

8.3.3 re-post personal electronic mail received to public forums (e.g., list serves, newsgroups) without the permission of the author.

8.3.4 share password(s) with others;

8.3.5 distribute or use anyone else's account name and password;

8.3.6 reveal anyone else's personal address, phone number, or picture without their consent, except as required in the course of one's duties;

8.3.7 use network access for business purposes or anything else not related to the individual's position in the school.

8.3.8 Transmit or expose to Internet access, personal, confidential or protected information which is reasonably likely to be excepted or excluded from access under the Freedom of Information and Protection of Privacy Act.

9. Schools will, where and when appropriate, ensure that the Student Internet Registration Form (Form 140-1) is completed and signed.

Reference: Section 65, 85, School Act
Form 140-1 Student Internet Registration Form

DIGITAL RESPONSIBILITY FOR STUDENTS

Background

Students are provided access to technology and a wide variety of instructional and learning resources. The RBHS Board views the safe and effective use of technology to be essential for supporting, enhancing, and transforming learning for students. The Board considers technology to be a key component in accomplishing our vision, "Learning without Boundaries: Success in Life for All", for our students.

In this Administrative Policy, "technology" refers to school technology or technologies, including the School Network, Digital Services and Digital Content. It also includes the use of personal technology when accessing District technology and services, regardless of whether at or outside of school. Use of any technology, personal or school, at or outside of school, must be consistent with the relevant standards of conduct expected of a student of our school.

Procedures

Students use technology that is provided by their school or themselves to access and use a variety of Digital Services provided by their school and external Internet sites. Students use technology to perform research, create Digital Content, communicate, collaborate and share, and complete their educational assignments.

*Students are not permitted to use cell phones in classroom

Regardless of the type of technology used or its ownership, and whether access is from within or from outside their school, **failure to comply with these procedures may lead to student discipline, limitations on their network access privileges, and potentially a suspension or expulsion.**

1. The School's Network is a shared resource and must be used in moderation. From time to time, students may be asked to limit their use to enable other high-priority processes.
2. Students must be authorized to access School Technology and Digital Content.
3. Students are not to use School Technology for any commercial or personal business purpose.
4. Limited personal use of technology during school is acceptable as long as it <u>does not interfere with the learning or work of the student or others</u>.
5. Safety: Digital Threat: No wearable technology to be worn on school campus, including META AI glasses.
6. Students should not expect privacy when creating and accessing Digital Content stored on School Technology. In addition, Digital Content sent across School Networks is subject to monitoring, inspection, audits, and access at any time, without notice, if misuse is suspected or for administrative purposes.
7. The RBHS Board has the final say for what purpose its technology is to be used.
8. Parent permission is required to publish student personal information such as full name, age, grade, e-mail or home address on any publicly accessible (not password controlled) Digital Service.

9. If a student mistakenly accesses inappropriate Digital Content while at school, they should immediately inform their teacher or school Principal.

Form 140-1 Student Internet Registration Form

STUDENT INTERNET REGISTRATION FORM

Dear Parents:

Royal Bridge High School provides a district-wide network for instructional purposes. This includes technology links among all district schools and a connection to sites outside the district including the "Internet". Electronic information is often much more current, less expensive, and easier to access than conventional sources. The World Wide Web has provided a vehicle for students to create and share projects on a global scale.

The primary purpose of the district-wide network is to enhance student learning in schools. For example, students can use electronic mail and the World Wide Web (WWW) to communicate with experts in various fields of study, professionals working with students, and other students throughout the province, the country, and around the world. Students can use electronic tools to access current information in international libraries and databases (e.g. reports from a recent UN conference, research on Salmon in the Fraser River).

At the same time, there are potential hazards. While our staff makes every effort to avoid misuse of Internet services, students may receive offensive communications and may access material which is not appropriate. As with other methods of communication, there are opportunities with computer networks for students to create and distribute inappropriate materials and to conduct themselves in ways that are unacceptable.

The accompanying **registration form** has been provided to:

- acknowledge that while every effort is made to ensure that students do not access inappropriate material, the possibility does exist for that to occur.
- advise you that any inappropriate use by the student will result in appropriate disciplinary action by the school

Your cooperation in assuring that this form is signed and returned to your son/daughter's school is critical to our operation of this educational service

When using technology students are expected to…

1. represent and conduct themselves in accordance with school codes of conduct and expectations.
2. never impersonate, pose as another person, or falsify their identity in any way.
3. use a polite and respectful tone in all communications and not use speech or expression that is inappropriate including but not limited to speech or expression which is profane, disrespectful, slanderous, racist, sexist, libellous, insulting, threatening, hateful, discriminatory, harassing or bullying.
4. never access or distribute any pornography, offensive, or illegal material.

5. ensure that all Software and Digital Content installed and accessed is authorized and appropriately licensed.
6. use Technology resources in moderation and in consideration of the needs ofothers.
7. ensure that student-owned technology is protected from computer viruses, Trojan programs, or other malware infections of all types.
8. maintain and respect the security, privacy, and integrity of Digital Content deemed by their school to be personal, confidential, or protected and not copy, access, or circulate this material without authorization.
9. protect the identity, privacy, and safety of themselves, staff, and other students.
10. not take or share pictures, or record or share videos of others without permission (required from parents for persons younger than 19).
11. never agree to meet with a contact they have only met through using technology.
12. never attempt to vandalize School Technology or harm or destroy the Digital Content of other persons, RBHS, or any agencies or other Networks that are connected to the Internet.

*__Digital Threat__ includes any expression of intent to do harm or act violently against someone or something, explicitly covering social media posts, online messaging, digital drawings, or text messages.
The Duty to Report: A "Fair Notice" statement notifying parents and students that the school will initiate a formal Behavioural and Digital Threat Assessment (BDTA) for online threats, cyber-intimidation, or targeted hate messaging."

When using District Electronic Mail (email) services, students are expected to…

1. not forward or print messages received to other users if specifically stated in the message not to unless necessary as part of school conduct or to protect the health or safety of anyperson.
2. never send solicitation messages with the intent to provide or sell a product orservice.
3. never send messages considered to be inappropriate, junk mail, spam, chain e-mail, or a pyramid scheme.

When using Social Networking, Collaboration, Blogging, Media sharing tools, in relation to their role, students are expected to…

1. use appropriate and respectful User Profile pictures, descriptions, and other information to represent themselves and others.
2. never identify their age, phone number, or home address in User Profiles or in communications or content created using Digital Services.

When using RBHS authorized Network Accounts, students are expected to…

1. be personally responsible for all activity that occurs within their Network Account.
2. keep their passwords private and out of view of others and never share their passwords with another person other than their parent.
3. logoff or password lock their computer or Mobile Device when not actively using it.

Role and Responsibility of Principals and Teachers

The principal and teachers are responsible for monitoring and supervising the work and conduct of students including authorizing, overseeing, and ensuring their students' responsible use of technology and Digital Content. The following are examples of specific responsibilities of principals and teachers:

1. Ensure that students and parents read, understand, and comply with this Administrative Procedure, and accept their responsibilities and that parents have provided permission before

their child is given access to School Technology and Digital Content.

2. Ensure that student use of Digital Services complies with stated Terms of Use requirements unless parents have agreed to exceptions such as overriding age restrictions.
3. Ensure that informed consent in writing is obtained from parents where use of Digital Services involves the provision or storage of personally identifiable information about students (i.e., marks or other personal data, age, last name, phone number, address) in a Digital Service that stores data outside of Canada as defined in section 30.1 of the BC *Freedom of Information and Protection of Privacy Act.*
4. Ensure that parents have provided permission for their child before texts, pictures, videos, or audio recordings of students or their work are published on Digital Services.
5. Model responsible use of technology and Digital Content.
6. Address online behaviour that is harmful, unsafe and/or inappropriate using established student discipline procedures.

Definitions and Glossary

Technology / Technologies

Blog: a type of Digital Service for writing and posting articles or other Digital Content for the purpose of sharing and conversing with others; includes the ability to create a User Profile

Computer: a machine, typically in the form of a desktop, laptop, Network, tablet, or slate used by people to create, input, access, view, and share Digital Content

Digital Service: a Network service such as interactive websites, electronic mail, online databases, filing systems, student information systems, business information systems, wikis, blogs, discussion boards, bookmarking and tagging, presentation sites, Digital Content storage, etc.

Digital Content: any data, files, pictures, videos, stored on or accessed with Computers and Mobile Devices

Discussion Forum, or Board: a type of Digital Service designed to support online conversations in the form of (primarily) text-based messages; often includes the ability to create a User Profile

Intranet or Portal: a type of Digital Service provided by the school to give employees a private and secure online space to work with Digital Content that requires a Network Account and password to gain access

Internet: the global public Network outside of the school's control that includes all forms of Digital Services and Digital Content accessible for free or for a fee

Mobile Device: a handheld or pocket-sized Computer or cell / smart phone that is usually connected to a Network and typically includes a display screen, usually with touch input or a small keyboard

Network: a collection of Servers, Computers, and Mobile Devices connected together through various transmissions medium to facilitate the digital communications among people and Digital Services

Network Resource: A Computer, Server, or transmission bandwidth

Network Account: a credential consisting of a unique identity and a secret password that grants access to Network Resources, Digital Services, and Digital Content based on established access rights and permissions

Server: a specialized Computer used to deliver one or more Digital Services and to store Digital Content

Social Network: a type of Digital Service that connects (e.g., "friending", following) people to one another for the purpose of posting and sharing knowledge, information, and to encourage learning; often includes the ability to create a User Profile and to upload Digital Content for sharing purposes

Social Bookmarking: a specific form of a Social Network to facilitate bookmarking (tracking) and sharing with others (publicly) of websites through the use of tags or keywords; includes the ability to create a User Profile and to follow other user's bookmarking activities

Software or Apps: the instructions and programming operating inside Computers, Servers, and Mobile Devices to enable them to perform the functions they are designed for

Video, Audio, Photo, Image (media), and Presentation sharing: specific forms of Social Networks that support the uploading and sharing of Digital Content, specifically video, audio (podcast), photo, image, and presentation files; often includes the ability to create a User Profile

Wiki: a type of Digital Service that supports collaborative creation and editing of webpages and Digital Content by authorized users; often includes the ability to create a User Profile

Other

User: persons authorized to access the School and Internet Networks from School and external sites

User Profile: many Digital Services include the ability for the user to create a profile that may include one or more of their full name, a picture, a biography, links to their websites, their email addresses, and other personal information

Reference: Section 65, 85, School Act

Parental Acknowledgment Form for Student Use of the Internet

To be completed by Student (where appropriate)

Name of Student:_____

ROYAL BRIDGE HIGH SCHOOL

I have read the attached "School-Wide Network and Internet Appropriate Use Regulations" and agree to abide by the provisions therein.

Student's Signature: _____

To be completed by Parent/Guardian:

I have read the attached "Royal Bridge School-Wide Network and Internet Appropriate Use Policy and Regulations" and have discussed them with my child. I understand that network services are intended for educational purposes only. I understand that any other use is in violation of the Acceptable Use Policy and subject to remedial action on the part of the school. While I understand that the school district's staff will make every effort to avoid misuse of Internet services, I recognize that students might receive offensive communications and might access material which is not appropriate.

Parent or Guardian's Name (please print): _____

Signature:_____ **Date:** _____

Please complete, detach and return this form to the school

ROYAL BRIDGE HIGH SCHOOL ACADEMIC INTEGRITY POLICY

All members of the Royal Bridge High School community share the responsibility for the academic standards and reputation of the school.

Royal Bridge High School is a fully certified British Columbia Ministry of Education Independent School, and all our students are enrolled in the BC education system. Royal Bridge High School is also a bonded institution – in compliance with the Independent Schools Act of BC – which provides students and parents financial protection of fee deposits submitted to the school.

Helping to ensure that Royal Bridge High School maintains its reputation for excellence and its high level of academic integrity is the responsibility of everyone in the school community.

Students: Students registered at Royal Bridge High School are expected to behave responsibly and abide by the **Academic Integrity Policy.** Each student is responsible for their own conduct and for becoming familiar with and adopting the principles of academic integrity in their studies. The academically honest student:

- Understands the concept of plagiarism.
- Understands the consequences of cheating regarding both school-based work and examinations and assessments.
- Acknowledges help provided by another person.
- Follows all examination rules.

Staff Members: Staff members will do the following:

- In all course outlines, include a reference to Royal Bridge High School Academic Integrity Policy, as well as consequences for violating the **Academic Integrity Policy.**
- At the beginning of each course term, review course outlines with their students.
- At the beginning of each course term, review proper AI usage: used to support student learning; not replace student learning.

GLOSSARY OF TERMS

Academic Integrity: Refers to the values on which good academic work must be founded: honesty, trust, fairness, respect, and responsibility.

Academic Dishonesty: Refers to acts of academic dishonesty, which may include but are not limited to the following types:

Fraud: Impersonating or allowing the impersonation of an individual for the purposes of completing an in-person examination.

Cheating: Intentionally using, attempting to use, or aiding another in the use of materials, lecture notes, quizzes, or tests without the permission of the teacher. All lecture notes, quizzes, and tests are for academic purposes and for use of students registered in individual courses. Lecture notes, quizzes, and tests should not be copied or made public, for example posted online, or shared with another student.

Exam Cheating: Communicating with another student in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in to gain an unfair advantage.

Plagiarism: Intentionally or unwittingly taking work, words, ideas, pictures, information, or anything that has been produced by someone else and submitting it for assessment as your own.

How to Demonstrate Academic Integrity

Written Assignments

Written assignments are assigned for students to provide and demonstrate evidence of learning. Students should adhere to the spirit of ethical writing.

Outside assistance: In the event a student submits a written assignment completed at home for course marks and it is considerably more sophisticated that in-class written work, the staff member will:

- Explain the evidence of academic dishonesty and/or plagiarism in the student's work to ensure the student understands why his/her academic honesty is being questioned.
- Ask the student to redo the assignment under direct supervision.

Recycling of previously submitted work: In the event a student submits previously used work as an original work in another course, the student will be asked to redo the assignment under direct supervision.

The reality of Artificial Intelligence (AI) is more important now than ever. It is redefining educational environments, and this makes it a concern of all schools in all countries.

CONSEQUENCES FOR ACADEMIC DISHONESTY

All students will be treated fairly before being penalized for academic dishonesty or academic misconduct. Students are entitled to information about the alleged wrongdoing and to provide a response. In the event of academic dishonesty, the staff member will:

- Discuss the matter with the student(s) involved & review guidelines for plagiarism.
- Explain the evidence of academic dishonesty and/or plagiarism in the student's work to ensure the student understands why his/her academic honesty is being questioned.
- In the event of a serious incident that may have an impact on a student's success, inform

Administration and inform a student's parent(s)/legal guardian(s).

If academic dishonesty, or plagiarism occurs, the following consequences may be implemented, in consultation with the Administration:

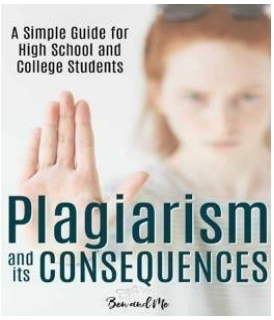
We follow the 3-Strike Rule – When and How to Use it:

- 1st & 2nd Offences – Student will receive an academic failure (Grade of F) for the assignment.
- 3rd Offence – Student will fail the course.
- Multiple 3rd Offences in other courses may lead to suspension or expulsion from the school. Multiple offences will be recorded on the student's permanent record.

ATTENDANCE AND PARTICIPATION

Students are expected to attend all classes. They all sign an attendance agreement each term. If a student does not attend class, the following consequences may be implemented, in consultation with the administration:

- A mark of zero for tests missed unless a detailed Dr.'s note is provided.
- 3 Official Warnings about attendance
- Withdrawal/Removal from course



It is important that all students understand what constitutes plagiarism and that there are serious consequences for plagiarism. The responsibility to avoid plagiarism belongs with the student and the staff. It is expected that staff members/ Administration will counsel students on plagiarism at the beginning and throughout each course to ensure understanding.

What Plagiarism Is:

If a student is taking someone's idea and taking the credit for it, it is plagiarism and it can be intentional or unintentional and take many forms.

How Plagiarism Looks Among Students: A Discussion for Teachers and Students

- **Submitting work to a teacher that someone else wrote is plagiarism.** If a student is not submitting his own work, he is not sharing his own thoughts. But instead, he is sharing the thoughts of someone else and passing them off as his own.
- **If an author's words make up most of a student's paper, it is plagiarism.** Plus, students need to demonstrate that they comprehend what they have read. It demonstrates that they are learning.
- **Incorrectly citing the source of information is also plagiarism.** Understandably, credit needs to go to the rightful author. Always give credit where credit is due. It is best to identify what needs to be cited in such a way that you will know it is from a source and

add it to your works cited list.

- **Paraphrasing without giving credit to the source is plagiarism.** Because paraphrasing is close to the original work of an author, a citation must be given.
- **Quotation marks are especially important to use when quoting an author.** Without them, a person commits plagiarism.

The Consequences of Plagiarism

- **First:** Plagiarism is intellectual theft.
- **Second:** Academic dishonesty damages relationships. People in the school community will not be able to trust you.
- **Third:** Plagiarism cheats the student and others from the individual expression of original thought.
- **Fourth:** Plagiarism prevents a person from processing and internalizing their own thoughts and beliefs on a topic. It is one thing to agree or disagree with someone's thoughts and to quote them. And it is an entirely different thing to claim someone's expression to be exactly like one's own.
- **Finally:** Plagiarism comes with immediate consequences for students, which may include a grade of zero, a failure in the course, or expulsion from class or school.

What is NOT Plagiarism

- Using common knowledge that you possess on a topic is not plagiarism. However, if a student learns facts that are new to him, he needs to cite the author.
- Sharing one's own original thoughts on a topic is not plagiarism.

How to Avoid Plagiarism

It is a good idea to get into the habit of taking notes carefully and asking the following questions:

- "Do I already know this information?" If not, then the source needs to be cited.
- "Am I quoting an author?" If so, a citation must be given.
- "Have I changed any of the author's words by using synonyms?" If so, it is time to give a citation.
- "Is what I just wrote a complete paraphrase of the author's words?" If yes, then the need for citing the author is a yes.

RBHS SCHOOL CODE OF CONDUCT FOR STUDENTS

Royal Bridge High School believes it has a responsibility to establish expectations of students as part of its governance role. RBHS further believes that the responsibility for student discipline in school is shared among students, staff and parents. Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Educators are responsible for establishing a positive school climate in which structure, support and encouragement assist students in developing a sense of self-discipline and responsibility. Parents are responsible for establishing a positive learning atmosphere in the home, knowing school policies and procedures, supporting the school in the enactment of these policies and procedures, and encouraging their children to understand and respect these policies and procedures. To support these aims, RBHS has established a School Code of Conduct for Students.

Specifically

1. RBHS believes that appropriate student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens. To this end students are expected to:

   1.1 be aware of and obey all school rules;

   1.2 attend classes punctually and regularly;

   1.3 work cooperatively and diligently at their studies and with home assignments.

   1.4 respect the rights of all persons within the school including peers, staff and parents;

   1.5 respect the legitimate authority of the school staff;

   1.6 respect the school's physical schoolfacilities;

   1.7 respect the ethnic diversity of our schoolcommunity;

   1.8 behave in a safe and responsible manner at all times; and

   1.9 **not** threaten, harass, bully*, intimidate or assault, in any way, any person within the school community.

   1.10 **not** be in possession or under the influence of drugs and/or alcohol.

2. RBHS further believes that these expectations are fostered in a positive climate in which:

   2.1 all students feel safe, valued and trusted, and have the opportunity to develop, assume and maintain responsibility and self-motivation;

   2.2 there is a joint effort to learn and a feeling of mutual respect among staff, students and parents;

2.3 appropriate behaviour is consistently encouraged and acknowledged, thereby increasing student self-esteem and reinforcing self-control;

2.4 students are disciplined in a timely, fair, judicious and responsible manner, with consequences for unacceptable behaviour that take into account the student's age, maturity and special needs, if any; and

2.5 on-going communication exists between staff and parents that encourages and provides increased opportunities for active and constructive parental involvement in their children's education.

3. The RBHS Board will ensure that the principal, in consultation with staff, parents and, when appropriate, students, fairly applies the School Code of Conduct for Students and which reflects the provincial standards.

4. The RBHS Board believes that schools must not be places where discrimination is practiced or tolerated. To that end, the RBHS school code of conduct shall contain the following statement:

"As per Section 8 of the Human Rights Code of British Columbia, students shall not discriminate against others on the basis of race, religion, colour, ancestry, place of origin, marital status, family status, age, sex, sexual orientation, gender identity or expression, or physical or mental disability. Furthermore, as per Section 7 of the Human Rights Code of British Columbia, no student shall publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the aforementioned bases."

5. The school's code of conduct and a summary of the district's policies on "Code of Conduct" (Policy 17), "Violence, Intimidation and Possession of Weapons"(Policy 18) and "Suspension of Students "(Administrative Procedure 355) will be sent home annually to be signed by parents/guardians and, where appropriate, students. The principal shall ensure that the school code of conduct is reviewed with students at the beginning of the school year and throughout the year as necessary.

6. Students, while attending school and school-sponsored functions and activities, shall be subject to the School Code of Conduct for Students and the school's rules of conduct and deportment established by the principal. Students may be subject to discipline under the School Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School property, at a school-sponsored function or activity, or otherwise.

7. Students registered at Royal Bridge shall not attend at schools other than the school in which they are registered, without a legitimate school related purpose. Students who do so may be subject to disciplinary action.

8. Serious breaches of conduct that threaten the safety and welfare of others will be referred directly to Level Three of the suspension process for resolution by the Student Suspension Review Committee.

9. Where a student 16 years of age or older repeatedly fails to comply with the code of conduct, rules and policies of the school, or has failed to apply him/herself to his/her studies as set out in Section 85 of the School Act, the Board is empowered to refuse further school service to the student.

10. Students are prohibited from being in possession of and/or under the influence of alcohol and/or drugs in all schools or at school-sponsored functions and activities.

* **Bullying** includes but is not limited to physical or verbal intimidation, verbal harassment and cyberbullying, occurring on or off school property.

** Special considerations may apply to the imposition of consequences on a student with special needs if the student is unable to comply with this Code of Conduct due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.

References: Section 85, School Act
Policy 13 (Appeals Regarding Student Matters) Administrative Procedure 355 (Suspension of Students) BC Human Rights Code (Section 7 & 8)

Administrative POLICY 18

VIOLENCE, INTIMIDATION, AND POSSESSION OF WEAPONS

The RBHS Board believes that schools are purposeful places where students and staff must be able to work, learn and play without the threat of physical or psychological harm. Schools are characterized by sensitivity and respect for all individuals, an environment of non-violence, clear student behavioural expectations and disciplinary practices that are enforced consistently and fairly. The Board recognizes that acts involving weapons, violence and/or intimidation may have an impact on the emotional welfare of students who are victims of, or witnesses to those events. The RBHS Board acknowledges its role in providing secure learning environments which are safe from threats, violence or intimidation.

The intent of the RBHS Board is to provide a school environment free of violence, intimidation, and weapons by:

1. setting standards which demonstrate to students that any threats and/or acts of violence and intimidation will not be tolerated and will result in serious consequences.
2. prohibiting students from possessing weapons or engaging in violent acts on school property, at school-sponsored functions and activities through the use of appropriate and effective consequences.
3. providing school discipline programs that encourage students to act responsibly.
4. providing programs that teach students appropriate behaviour and social skills.

The RBHS Board authorizes the principal to impose an appropriate level of consequences upon any student threatening the safety and/or welfare of others.

Specifically:

1. The possession by students of weapons, including replica weapons, is prohibited on all school property, and during school-sponsored functions and activities.
2. Students who commit serious breaches of conduct will be referred directly to Level Three of the suspension process for resolution by the Student Suspension Review Committee.
3. Principals may invoke Section 177 of the School Act to prohibit any person from school property who disturbs or interrupts the proceedings of the school or any official school-sponsored function or activity.
4. Principals will confiscate any weapon found in the possession of a student, contact the parent or guardian and may involve the police when acts involving weapons, violence and/or intimidation occur.
5. <u>Student Threat Assessment Protocol:</u>

A student threat assessment will be initiated by the school's multi-disciplinary Violent Threat Risk Assessment (VTRA) team when behaviours include, but are not limited to serious violence, or violence with intent to harm or kill, verbal/written threats to harm/kill others, Internet/Social Media threats to harm/kill others, possession of weapons (including replicas), bomb threats and fire-setting.

MARIJUANA POLICY

Royal Bridge High School Policy on Marijuana (Cannabis) Usage

Although non-medical marijuana is now legal in Canada for recreational use, there are some facts you must know:

- You have to be 19 to buy, use or possess - this is the same for alcohol purchase and usage
- If you are under 19, it is not legal to possess oruse
- Even if you are 19, marijuana **use at or around the school is not permitted**
- **Showing up at school smelling of marijuana (which means usage) may lead to suspension or dismissal from school**
- Driving while using marijuana could result in criminal charges
- Dismissal from school for marijuana, alcohol or any drug abuse will be part of your permanent record. This could impact your student visa and ability to get a work permit in Canada.
- **Serious issues may be reported to the consul of your country. It is important to note that drug use/abuse is not tolerated in many countries, like China.**

Please Do NOT make this an issue which impacts your study in Canada and perhaps even your life and ability to travel or go to school abroad.

TOBACCO AND VAPOUR PRODUCTS FREE ENVIRONMENT

Background

RBHS concurs with evidence that smoking is a severe threat to the current and future health of all individuals. RBHS, through enhanced programs, is committed to promoting the continued health and well-being of all of its students and staff members.

The school continues to value positive role-modelling by teachers, staff and parents, but recognizes that some people will choose to smoke and seeks their cooperation in the implementation of this administrative policy.

RBHS also recognizes that the Tobacco and Vapour Products Control Act 2016 prohibits smoking, using tobacco, or holding lighted tobacco, in or on school property except for the purposes outlined in section 2.2(3) of the *Tobacco and Vapour Products Control Act 2016.* The Act also prohibits the use of an e-cigarette or holding an activated e-cigarette on school property.

Procedures

1. Tobacco means tobacco leaves or products produced from tobacco in any form or for any use.
2. Vapour products mean e-cigarette or similardevice.
3. All school property is designated “tobacco and vapour product free”. Therefore, every person, including a student, employee or visitor, is prohibited from smoking, using tobacco or vapour products of any kind, or holding lighted tobacco on school property at any time, including non-school hours.
4. Privately owned or privately leased vehicles driven by school employees when used for the purpose of transporting students or when used for the purposes of delivering educational programs or other learning programs, shall be “tobacco and vapour products free”.
5. RBHS prohibits smoking or using vapour products in private vehicles which are parked on or travelling on school property owned or leased by or operated under the authority of the board.
6. RBHS will advise volunteer drivers to refrain from smoking or using vapour products while transporting students to school events.
7. The school shall post appropriate signage to inform parents and other visitors of this administrative procedure.
8. The school shall inform parents, students, employees and the community of this administrative procedure (i.e. via parent newsletters, school agenda books, school websites, etc.).
9. Intervention and education programs shall incorporate many avenues of information regarding smoking cessation including, but not limited to, the Simon Fraser Health Unit, the B.C. Lung Association, the Canadian Cancer Society, etc. Programs shall begin in elementary schools.
10. Enforcement of this administrative procedure with students shall attempt to be educational. Enforcement may involve the services of the regional health authority.
11. Staff who violate this administrative procedure may face disciplinary action.

12. Visitors who violate this administrative procedure will be told to refrain from the conduct or leave the premises.

Reference: Section 65, 85, School Act
Tobacco and Vapour Products Control Act 2016

FORMAL INTERVENTION AND SUSPENSION OF STUDENTS

Background

Effective management of student discipline is a necessity in establishing safe, caring and orderly school environments that foster student learning needs. Prevention and intervention strategies taught at the school level and supported at the district level are the foundations of a successful discipline program. When student misconduct occurs, the school and district must respond fairly, quickly, and effectively, imposing a disciplinary consequence that is appropriate to the circumstances and that reinforces for the student involved and students generally, appropriate standards of student behaviour.

Responsibility for an effective discipline program is shared among many partners including the district, schools, students, parents/guardians, community groups, social agencies and the police. The Royal Bridge High School Board promotes understanding and acceptance of the interactive roles required to achieve safe, caring and orderly schools.

The principal has overall responsibility for the maintenance of student discipline and school rules. Under the auspices of the School Act, and subject to this Administrative Procedure, a principal has the authority to suspend or remove a suspension imposed on a student.

There are three levels of suspension, set out in the Procedure. Before a suspension is imposed, the principal will conduct an investigation and consider all relevant information and circumstances including the seriousness of the infraction, the prior disciplinary record of the student, the impact of the conduct on the school community, and any expression of remorse demonstrated by the student. The principal will determine the level at which a student is to be suspended.

Fair Notice: In addition to this Intervention and Suspension Process, a student threat risk assessment will be initiated by the school's multi-disciplinary Violent Threat Risk Assessment (VTRA) team when a behaviour includes, but is not limited to serious violence, or violence with intent to harm or kill, verbal/written threats to harm/kill others, internet/social media threats to harm/kill others, possession of weapons (including replicas), bomb threats and fire-setting.

Procedures

1. Consistent with the provisions of the School Act, School Act Regulations, RBHS Board Policy 17 "District Code of Conduct for Students", Policy 18 "Violence, Intimidation, and Possession of Weapons" and the individual school Codes of Conduct, the district process for handling the suspension of students are outlined below.

1.1 The principal has the authority to suspend a student up to and including a referral directly to Level Three for resolution by the RBHS Student Suspension Review Committee.

1.2 The principal shall report the suspension to parents/guardians in writing, including a brief statement of the reason for the suspension and the level at which the student has been suspended. A copy of this letter will be sent to the Secretary- Treasurer responsible for student suspensions and for the school.

1.3 A student will not be sent home during the school day unless the principal has contacted the student's parents/guardians and informed them of the action being taken and the general reasons for those actions.

1.4 At all levels of the formal intervention and suspension process, parents or students may seek assistance from an adult advocate.

1.5 The school will provide an educational program to the student during the student's suspension.

1.6 These procedures do not apply to informal in-school removal from classes and activities, or to informal arrangements made with parents/guardians for a full or partial day home education program.

2. Level One: School Level Formal Intervention and Suspension

2.1 A Level One School Level Formal Intervention and Suspension is a student suspension from school for a specific period of up to five days. "Suspension Day" is "day 0" the day of suspension communication to the parents, with each subsequent school day counting as one day of the suspension.

2.2 During the period of suspension, the principal will work with parents/guardians, school staff and/or any relevant external agency to facilitate a successful return to school. If necessary, the principal will involve external agencies in an effort to intervene and resolve the suspension.

2.3 The decision to impose a suspension at the school level may be appealed by the student and/or parents/guardians of the suspended student first to the principal overseeing interventions and suspensions and if unresolved, under Board Policy 13 (Appeals Regarding Student Matters).

3. Level Two: Formal Intervention and Suspension

A Level Two District Level Formal Intervention and Suspension is imposed when the conduct of a student is more serious when the potential consequences of that conduct are more serious, or when the prior disciplinary record of the student indicates that a suspension at the school level is inappropriate. Level Two Level Formal Intervention and Suspension is of indeterminate length and is unresolved until the educational program to be offered to the student, and the conditions to which a student must adhere upon return to an educational program are finalized.

3.1 Where a Level Two Level Formal Intervention and Suspension is required the Principal/RBHS Board may be seeking expulsion from school.

3.2 The RBHS Board's decision will normally be made within ten days of the start of the suspension.

3.3 The decision to impose a suspension at Level Two District Level may be appealed by the student or the parents/guardians of the suspended student first to the Secretary-Treasurer overseeing interventions and suspensions, and if unresolved, to the RBHS Board, under Board Policy 13 (Appeals Regarding Student Matters).

4. Level Three: District Level Formal Intervention and Suspension: Referral to the RBHS Student Suspension Review Committee

4.1 A Level Three: District Level Formal Intervention and Suspension is imposed when the conduct of a student is more serious when the potential consequences of that conduct are more serious, or when the prior disciplinary record of the student indicates that intervention and suspension at Level One or Two are inappropriate. A Level Three Suspension is a suspension of indeterminate length and is in effect until the Student Suspension Review Committee ("SSRC") has determined the educational program to be offered to the student and the conditions to which the student must adhere upon return to an educational program.

4.2 The SSRC shall be comprised of the Principal, the Secretary-Treasurer who oversees student suspensions or designate, and perhaps a representative from an external supporting agency (or another RBHS Board Member.)

4.3 The Chair of the SSRC shall be theSecretary-Treasurer.

4.4 The Chair of the SSRC shall convene a meeting of the SSRC within ten school days of being notified that a student has been suspended to Level Three. The suspended student and his/her parents/guardians will be notified in writing of the meeting. The parents, the student, and the school administration will be given the opportunity to be heard at this meeting.

The SSRC will consider all the information and make its determination as to the educational program to be offered to the student and the conditions to be imposed upon the ending of the student's suspension. The Chair of the SSRC will communicate that determination in writing to the parents/guardians of the suspended student. The SSRC will work with the student, parents/guardians, school staff, and/or community agencies to determine an education program for the student. A program may be available at the student's current school, at a school in a different district or through continuing education. In extreme cases, a student who is 16 years old or older, may also lose the privilege of attending an educational program at Royal Bridge High School, as per the School Act.

4.5 The decision to impose a Level Three Formal Intervention and Suspension and the decision of the SSRC may be appealed by the student or the parents/guardians of the suspended student under Board Policy 13 (Appeals Regarding Student Matters).

Reference: Section 26 and 85, School Act
Policy 13 (Appeals Regarding Student Matters) Policy 17 (District Code of Conduct for Students)
Policy 18 (Violence, Intimidation and Possession of Weapons)
Last revised: December 2018

RESOLUTION OF STUDENT OR PARENT SCHOOL CONCERNS

Background

Royal Bridge High School believes that open, direct communication between students, parents, and school personnel serves the best interests of students and assists parents and Royal Bridge personnel in resolving a problem.

Royal Bridge encourages students and/or parents to discuss their questions or concerns regarding the education of their children with school personnel as early and as directly as possible.

Procedures

From time to time, students or parents may disagree with the decisions or actions of teachers and/or administrators concerning the education, health or safety of students. Some areas which may raise concerns relate to the assignment of students to classes or courses, grading practices, participation in or exclusion from school activities, or student discipline.

Students or parents who disagree with or wish to question decisions or actions that are taken by teachers and/or administrators are expected to seek a resolution by pursuing the following steps:

1. **Teacher or Classroom Level Problem**

   1.1 Discuss the matter directly with the teacher whose judgment or decision is being questioned.

   1.2 If not resolved, discuss your concern with the principal.

   1.3 If still unsatisfied with the outcome, discuss your concern with the Secretary-Treasurer.

   1.5 Unresolved matters may be referred to the RBHS Board as per Royal Bridge Policy 13 “Appeals Regarding Student Matters”.

2. **Principal or School Level Problem**

   2.1 Discuss directly with the principal the action, policy, procedure or practice being questioned.

   2.2 If not resolved, refer to the Secretary-Treasurer.

   2.4 If not resolved, refer to the Board as per Board Policy 13.

   It is expected that Royal Bridge personnel will seek a resolution to the problem as quickly as possible.

Please be aware that the final staff level for resolution of concerns is with the School Principal. If you wish to appeal beyond this, the matter must be referred to the Royal Bridge Board supported by the Secretary-Treasurer, as outlined in Policy 13.

Reference: Section 65, 85, School Act Last reviewed:

December 2018

APPEALS REGARDING STUDENT MATTERS

Employee decisions relating to individual students should be carried out in accordance with principles of fairness. The appeal process should encourage all parties in disputes to understand the concerns of the other parties and make good faith efforts to resolve disputes to mutual satisfaction. Unresolved disputes may be appealed to the Royal Bridge Board of Directors.

The Board will hear appeals on administrative decisions (or failure to make a decision) of an employee, submitted in accordance with section 11 of the School Act, that significantly affect the education, health or safety of a student.

The following decisions will normally be considered to be matters that significantly affect the education, health or safety of a student:

- disciplinary suspension from school for a period in excess of five consecutive days.
- suspension from school for a health condition.
- placement in an educational program.
- grade promotion and graduation.
- A student is not provided with an individual education plan.
- expulsion from school for disciplinary reasons.
- refusal to offer an educational program to a student 16 years of age orolder.

and any other decision that, in the opinion of the Board, significantly affects the education, health or safety of a student.

The RBHS Board may refuse to hear an appeal where:

- the appeal has not been commenced within a reasonable time from the date the principal's decision (this is typically considered to be within thirty (30) days from the date that the individual was informed of the decision), significantly affecting the student's education, health or safety was made; or
- the student and/or parent or guardian has not adhered to procedures in Administrative Procedure 187 "Resolution of Student or Parent School Concerns"; or
- the student and/or parent or guardian has refused or neglected to discussthe decision under appeal as directed by Royal Bridge; or
- the decision does not significantly affect the education, health or safety of the student.

Appeal Procedure

1. Prior to a decision (or lack of decision) being appealed to the Board, it must be appealed to the principal in writing and Administrative Policy 187 Resolution of Student or Parent School Concerns must be followed.

2. If no resolution is achieved, the appeal to the Board must be made within a reasonable time from the date that the individual was informed of the principal's decision, this is typically considered to be within thirty (30) days from the date that the individual was informed of the decision. The appeal must be filed in writing to the Secretary-Treasurer using the attached form and must contain the name of the party filing the appeal, the date, the decision being appealed, the reason for the appeal, including how the decision significantly affects the education, health or safety of the student, and the action requested, or relief sought. Individuals requiring assistance in completing the form may contact the Secretary-Treasurer for advice and the format of information sought.

3. Parents, or students as above, when appealing a decision to the Board, have the right to be represented or assisted by a person of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

4. Parents with difficulty communicating in English may request to have interpreters, and where possible the Board will accommodate such requests.

5. The Secretary-Treasurer is responsible on behalf of the Board for receiving appeals. If the Secretary-Treasurer is of the opinion that an appeal is not an appeal of a decision that would normally be considered to be a matter that significantly affects the education, health or safety of a student as outlined above, the Secretary-Treasurer will engage an alternate Assistant Superintendent who has not been involved in the decision to review the appeal to determine if the appeal constitutes a matter which the Board should consider as significantly affecting the education, health or safety of a student.

6. The principal will submit a written report regarding the review of the matter to the Secretary-Treasurer. Should this review determine that the appeal is not an appeal of a decision that constitutes a matter which the Board should consider as significantly affecting the education, health or safety of a student, the Secretary-Treasurer may present the appeal to the Board for the purposes of a decision on the matter without following the requirements under the Written Submissions or Oral Hearings sections below.

7. Should the appeal be with regard to a decision that would normally be considered to be a matter that significantly affects the education, health or safety of a student, the Secretary- Treasurer will present the appeal to the Board for decision on whether the Board will review and decide the appeal on the basis of written submissions or whether it will hold an in camera oral hearing.

8. When the Board decides to review an appeal on the basis of written submissions, the Board will establish a time frame for the submissions. When the Board decides to hold an oral hearing, the appellant will be advised of the time, date and location for the hearing.

Written Submissions

9. The principal who made the original decision will submit a written report regarding the matter which is the subject of the appeal. Copies of the Principal's report and attached documentation should be made available to the appellant, except for information which the Board has reason to believe presents a significant risk of harm to third parties. Personal information about other students and their families will be protected in accordance with the Freedom of Information and Protection of Privacy Act.

10. The appellant will have an opportunity to respond in writing to the principal's written report. Copies of the appellant's response and attached documentation shall be made available to the principal.

11. The Board will receive all written submissions for consideration during an in-camera meeting during which minutes are taken for the purposes of the Board's records.

Oral Hearings

12. The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the principal, or designate, whose decision is being appealed, has sufficient notice and timeto prepare for the presentation. Copies of reports and documentation of a non-confidential nature shall be made available to the appellant.

13. The oral hearing process will be conducted in accordance with the following guidelines:

    13.1. The Chair will outline the purpose of the hearing, which is to provide:

        13.1.1. An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses. The information presented may include both written and verbal communication.

        13.1.2. The Board with the means to receive information and to review the facts of the dispute.

13.1.3. A process through which the Board can reach a fair and impartial decision.

13.2. Minutes of the proceedings will be recorded for the purpose of the Board's records (excluding Board deliberations).

13.3. The principal and/or designate(s) will have an opportunity to explain the decision, the reasons for the decision, and to respond to information presented by the appellant.

13.4. The appellant will have an opportunity to respond to the information presentedby the principal or designate(s)

13.5. Board members will have the opportunity to ask questions or clarification from both parties.

13.6. No cross-examination of the parties shall be allowed, unless the Chair deems it advisable under the circumstances.

13.7. The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal.

14. If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.

RBHS Board Considerations

15. In considering appeals of employee decisions, for both written submissions or oral hearings, the Board shall consider:

15.1. Whether the decision significantly affects the education, health or safety of a student.

15.2. Whether the decision appealed is in accordance with legislation, board policies and procedures.

15.3. Whether the decision appealed was reached through a process that was fair to the student and after consideration of relevant information.

15.4. Whether the evidence presented to the RBHS Board supports the decision or calls it into question.

15.5. Whether the decision is reasonable in the circumstances; and

15.6. Whether there are special circumstances that would warrant making an exception to a board policy.

Board Decision

16. The RBHS Board decision and the reasons for that decision will be promptly communicated by the Secretary-Treasurer to the appellant and Principal who made the decision and shall be rendered within forty-five (45) days of the date a notice of appeal is filed with the Board in accordance with the School Act.

17. Appellants shall be informed of the right to appeal the Board's decision to a Superintendent of Appeals in accordance with the provisions of the School Act.

Legal Reference: Sections 6, 11, 26, 85, 91, School Act

Revised December 2018

RBHS APPEAL FORM Regarding Student Matters

SD674 (Royal Bridge High School) provides a process for individuals to appeal a decision of an employee to the RBHS Board of Directors when such a decision significantly affects the education, health or safety of a student.

If you wish to appeal against a decision of an employee to the Board, please **complete and return this form to the Office of the Secretary-Treasurer**. If you have any questions on how to complete this form or on the process, please contact the Office of the Secretary-Treasurer for assistance.

1. Please confirm the following:
   - Administrative Procedure 187 Resolution of Student or Parent Concerns has been followed
   - Policy 13 Appeals Regarding Student Matters has been reviewed

2. Student's Name: _____

   Appellant's Name: _____

   Appellant's Email: _____

   Appellant's Phone Number _____

3. Decision that is being appealed: _____

   _____

   _____

4. Date of decision: _____

5. Name of Principal who made decision: _____

6. How decision significantly affects the education, health or safety of the student:

   _____

   _____

7. Action requested or relief/resolution sought: _____

   _____

   _____

Appellant's Signature:_____Date: _____

Please attach any additional documentation or pages required to complete your appeal.

HARASSMENT AND BULLYING PREVENTION ORDER

Authority: *Independent School Act,* section 4 (1) (c)

Inspector's Order 1/16(**I** 1/16) .....Effective September 7, 2016
Order of the Inspector of Independent Schools

1 Each authority must ensure that each independent school operated by that authority establishes and implements a harassment and bullying prevention policy.

2 The following elements must be included in the policy:

(a) a statement of purpose that provides a rationale for the policy, with a focus on safe, caring and orderly school environments.

(b) a reference to the protection of students' physical safety, social connectedness, inclusiveness and protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity.

(c) one or more statements about what is

(i) acceptable behaviour, and

(ii) unacceptable behaviour, including bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours

while at school, at a school-related activity or in other circumstances were engaging in the activity will have an impact on the school environment.

(d) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and special needs, if any.

(e) a commitment that the authority will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the policy.

[en. I 1/16

RBHS EMERGENCY PREPAREDNESS

LOCAL HEALTH AND SAFETY ORIENTATION

As an employee at RBHS, the following is intended to provide you with a basic safety orientation. Please read the following and ask questions, as necessary.

- The RBHS Health and Safety Program Manual is located at the front desk.
- The Health and Safety Bulletin Board is located in the staff room.
- The Health/First Aid room and supplies are located next to the main office.
- Summon a first aid attendant by contacting the office. For a **serious** incident call 911.
- Report all work-related injuries to the First Aid Attendant.
- Report on general hazards observed to Nargiza/Tina Zhang.
- Report a hazardous spill to anyone ASAP
- A copy of the School Emergency and Crisis Response Plan canbe obtained in the mainoffice

(We are following The Emergency Management & Planning Guide for Schools, Districts & Authorities (BC Ministry of Education, 2015)

FIRE SAFETY AND PRECAUTIONS

All personnel are reminded to check daily that:

- exit ways are clear of obstructions
- doors are free to open
- fire exit signs are fully lighted when the building is occupied

If a fire is observed, sound the alarm from the nearest fire alarm station. The school will call 911.

CONTINUOUS ALARM

- If the continuous bell sounds, do the following:
- Inform the students of the evacuation route and the meeting place outside. Take a class list.
- Make sure everyone is out of the room and close the door behind you. Ensure your class evacuates the building safely. Stay at least 30 meters clear of the main doors and away from the outside building walls.
- Take attendance and remain with your class outside.
- Depending on the severity of the situation, a Command Centre may be established on the field. In this case, the teacher will send a runner with the attendance to the Command Centre.
- Stay out of the building until the all clear is sounded

NOTE:

- Students outside their classroom at the time of the alarm shall go to the nearest exit and report to their particular class outside the building.
- Students who have a study/free block should report to their teacher.

Points to remember:

- Staff: Attempt to put out the fire, close all doors and windows in the vicinity to prevent air getting to the source of the fire. check all washrooms.
- Direct any stragglers to leave the building.
- The fire alarm bell must not be used for the recall signal
- Gas and oil-burning apparatus and appliances shall cease, machinery should be shut down, other than those used for heating

- In the event of an actual fire, all teachers having a knowledge of the presence in or about the building of hazardous commodities or chemicals shall notify the principal or person in charge and the Fire Department of the nature and location of the situation.

AREAS OFREFUGE

Areas of Refuge for physically disabled students are located at:_____

In the event of an actual fire, students will be evacuated from the Areas of Refuge by the Fire Department personnel attending the scene.

EXITS TO BE USED DURING AN EMERGENCY EVACUATION

Stairwells and evacuate to parking lot NE of school

EARTHQUAKE IN-CLASS PROCEDURES

- Drop and take cover
- Turnaway from windows
- Assume crash position
- Stay under shelter until shaking stops
- Listen for instructions

STUDENTS WILL:

1. Immediately DROP AND TAKE COVER under desks or tables where possible.
2. TURN**AWAY**FROMWINDOWS
3. ASSUME CRASH POSITION - on knees, head down, eyes closed tightly, hands clasped on back of neck or head covered with book or jacket.
4. **COUNT ALOUD to 60** and remain in sheltered position.

   Move with shelters. Desks and tables are likely to travel during strong ground shaking. The duration of ground shaking depend s on a number of factors, including the severity of the earthquake.
5. **BESILENT ANDLISTENFORINSTRUCTIONS.**

TEACHERS WILL:

A. Issue "DROP ANDTAKECOVER" verbal command

B. DROP AND TAKE COVER for 60 seconds. When the teacher takes cover, it reinforces the importance of earthquake drills. This positive action also assures children that adults will be safe and able to care for them.

C. Talk CALMLY to students about the absolute necessity to obey commands. Remind students to take deep breaths to help them stay calm,or encourage them to count softly (in whisper voice). Also advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

EARTHQUAKE OUT OF CLASS PROCEDURES

(noon-hour, between periods, before and after school)

- **Drop and Take Cover**
- **Move to an Interior Wall**
- **Turn Away from Windows**
- **Assume Crash Position**
- **Stay Still Until Shaking Stops**
- **Do Not Evacuate Building Until Instructed to Leave**

STUDENTS WILL:

1. Immediately **DROP AND TAKE COVER** with books or jackets held over head. Clasp hands behind neck and cover side of head with arms. Physically disabled students will stay in wheelchairs and cover heads.
2. Move to an interior wall and **TURN AWAY FROM WINDOWS,** shelters or heavy objects such as lockers that may fall.

3. **ASSUME CRASH POSITION,** except for physically disabled students who will cover their head if possible.
4. Stay still until the shaking stops. Count aloud to 60.

5. **BE SILENT AND LISTEN FOR INSTRUCTIONS.** Do not leave building until instructed to leave

TEACHERS WILL

1. Issue **DROP AND TAKE COVER** order in immediate area.
2. Also **DROP AND TAKE COVER** for 60 seconds.
3. Talk **CALMLY** to students in immediate area about the absolute necessity to obey commands.
4. Follow procedure for evacuating building **AFTER** shaking ceases.

EARTHQUAKE EVACUATION PROCEDURES INSIDE:

TEACHERS WILL:

1. Evacuate the building after shaking ceases
2. Evacuation will take place when the teacher decides the shaking has ceased sufficiently, and it is prudent to move out of the building
3. When leaving classrooms according to the pre-arranged plan, teachers should make every effort to take with them class lists (attendance sheet or seating plan), paper and pen. Check with your "buddy" class when evacuating. If there are seriously injured persons who cannot be moved, arrange for one teacher to remain.
4. **Do not use elevator** - Use exit listed. Also, be prepared to use an alternate exit should your designated exit be blocked.
5. Once the classroom door is closed and locked, a large "X" should be placed on the door with chalk to indicate that no one is inside.
6. Teachers will lead classes to designated area (where?) and will remain there until instructed otherwise. Instruct students that they must remain in their assembly area under your supervision until permission to leave is given by the COMMAND CENTRE.

OUTSIDE, TEACHERS WILL:

1. **ASSEMBLE THEIR CLASS IN AREA DESIGNATED** - away from buildings, fallen trees and wires, etc...
2. **STAY WITH THEIR CLASS GROUP,** or report to Command Center if they do not have a class group.
3. Remain with the students in their class group until an emergency first aid station is established.
4. **ASAP - TAKE ROLL OR LIST STUDENTS.** Send notice to Command Center immediately, of any student who is not with the group who should be, noting possible whereabouts, i.e. at library, or absent from school. Take roll periodically throughout the disaster period. Take note of the location of injured people and the extent of injury as you may not be able to stay with the injured party. Send "Nil Report" to Command Center if no student is absent: every class and teacher needs to be accounted for.
5. **STAY ON SITE, AWAIT FURTHER INSTRUCTIONS AND DO NOT LET STUDENTS WANDER.** Note on class roster the name of anyone who for any reason has left the class group. NOTE the time the student departs the group, the circumstances of his/her leaving, and any information on current whereabouts. Record any first aid given to students.
6. **DO NOT** enter buildings unless instructed to do so.

IN THE EVENT OF AN ARMED INTRUDER

The School-Wide Security Alert System protects staff and students from a threat such as an intruder, when it may be more dangerous to leave the building than to stay in a locked room.

LOCKDOWN

- If the intruder is inside the school, notify all students andstaff.
- Calmly state: "**FULLLOCKDOWN"**
- **SECURE YOUR ROOMS.** THIS **IS A** FULL **LOCKDOWN.**

HOLD & SECURE

- If the intruder is on the grounds, notify all students and staff.
- Calmly state: "HOLD & SECURE THE OUTSIDE DOORS OF THE SCHOOL ARE LOCKED. NO ONE MAY EXIT OR ENTER THE SCHOOL.HOLD & SECURE."

CLEAR

CLASSES NOT IN SESSION: (before and after school, lunchtime, between classes).

- Direct all staff and students to the nearest where space is available.

SHELTER in PLACE

IF there are unsafe conditions outside, staff and students may be asked to **"Shelter in Place"**

If you SEE anarmed intruder:

1. Dial 911 and tell us if possible, two pieces of information
   WHERE he is and **WHAT** he is armed with
2. Proceed to lockdown steps above.

NEW LANGUAGE for EMERGENCIES

RACE RELATIONS

Background

Royal Bridge High School acknowledges the challenge of becoming responsive to the needs of a pluralistic society and:

- Affirms that the racial, ethnocultural, linguistic and religious diversity of its students, staff, and community is a source of enrichment and strength for Canada. It is through the celebration of diversity and the recognition of similarities that understanding and meaning are built.

- Recognizes that people are the sum of their experiences, and therefore, as an educational institution, RBHS has a special responsibility to develop positive values, attitudes, knowledge and practices by developing a framework which will promote and support equity, justice and access to all.

- Encourages interpersonal relations that aspire to the realization of harmony, mutual respect and understanding.

- acknowledges that racial, ethnocultural, linguistic and religious groups may encounter barriers to full participation in education and employment opportunities. The school is committed to eliminating these barriers.

RBHS is committed to providing and maintaining a learning and working environment in which racial, ethnic, cultural and religious differences are recognized and valued. These differences must not be the basis of discrimination.

Within these parameters, RBHS promotes:

- respect for the individual in all his/her diversity.
- heterogeneity in groupings.
- positive representative role models at all levels of the school system.
- encouragement of all groups to apply for employment.
- assistance to students and staff to overcome barriers to reaching their potential.
- recruitment practices and hiring standards that use qualifications and experience as the key criteria for selection.
- methods to ensure effective communications with parents who have little or no English.
- the removal of any barriers to parent participation in schools.
- activities which encourage pride in one's heritage and first language.

- cross-cultural training of staff, parents and students (e.g. awareness activities);
- global rather than predominantly Eurocentric education; and
- world literature and materials that portray the diversity of school and the wider world

With an emphasis on the areas of curriculum, staff development, personnel practices, conduct and climate, RBHS promotes the integration of race relations issues into the fabric of the system and their inclusion as part of the agenda of all committees and activities. Race relations issues are not to be trivialized or marginalized.

Procedures

1. The principal will ensure annually that students, parents, support staff, teachers and administrators are informed of the RBHS race relations administrative procedure.

2. Reviews of curriculum and programs to ensure that they reflect multiple points of view and a global outlook are undertaken periodically.

3. Information is provided for students and staff members on how to handle instances of prejudice; and

4. Assistance and encouragement are given to interagency groups to establish community-based centres which provide services to new Canadians (i.e. a bank of translators, language courses, support, etc.).

Reference: Human Rights Act

PERSONAL, DISCRIMINATORY, AND SEXUAL HARASSMENT

Background

Royal Bridge recognizes the right of all students and staff members to learn and work in an environment free from personal, discriminatory or sexual harassment.

The school, all staff members, students and people within school communities have a responsibility to promote, monitor and maintain learning environments and workplaces that are free from harassment, fear and discrimination. The school will engage in activities and proactive strategies to ensure all students are equally welcomed and included in all aspects of school life and treated with respect and dignity.

Staff has an obligation to intervene in any interaction involving the use of harassing, discriminatory or homophobic statements, comments and behaviours, regardless of the speaker's intentions and to convey that such comments are against policy and will not be tolerated. Education about the harmful impact of such language and behavior will be emphasized and encouraged, alongside any discipline deemed necessary.

Any communication or behaviour (which may include but is not limited to assault, bullying or harassment) that deliberately degrades, denigrates, labels, stereotypes, incites hatred, prejudice and discrimination towards students on the basis of one's real or perceived sexual or gender orientation, appearance, capacity, disability, ethnicity or religion, or for any other reason, will not be tolerated. This also includes making gestures, publishing or displaying anything that would indicate an intention to discriminate against an individual or group, or expose them to contempt or ridicule.

The school recognizes that students who are facing gender and sexual diversity issues (Lesbian, Gay, Bi-Sexual, Transgender, and Questioning) face a unique set of challenges within our school communities. Individuals who are dealing with, or those perceived to be dealing with, issues of gender identity, gender expression, inter- sexuality or sexual orientation, as well as their families, are frequently the targets of homophobic, trans-phobic and/or heterosexist behaviours. This may have profound social consequences including discrimination, harassment, physical and sexual violence, social and emotional isolation, substance abuse, homelessness, school truancy and drop-out, self-harm and suicide.

The school also recognizes that children of aboriginal descent and children with special needs also can be subject to personal harassment and discrimination that could have serious social, emotional and academic consequences. Royal Bridge is committed to protecting the rights and of the dignity of all vulnerable students in the school setting, and upon educating our staff and students to be respectful, compassionate citizens

Definitions

1. Personal harassment is defined as repeated, objectionable conduct or comment, directed towards a specific person, or persons and has the effect of creating an intimidating, humiliating, hostile or offensive working or learning environment. Personal harassment does not include conduct or comments made in good faith in the exercise of an adult's supervisory rights and responsibilities.

2. Discriminatory harassment is defined as discrimination contrary to the Human Rights Act and includes:

   2.1 discriminatory acts against a student with respect to the learning environment or any educational program or service provided to the student because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, gender identity or sexual orientation; and

   2.2 discriminatory acts against a staff member with respect to the work environment or any term or condition of employment because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or age.

3. Sexual harassment is defined as unwelcome sexual advances, comments, looks, suggestions, electronic, audio and visual material of a sexual nature, sexting, requests for sexual favours and other verbal or physical conduct emphasizing sexuality, gender identity or sexual orientation when such conduct:

   3.1 Interferes with an individual's school or work performance or creates an intimidating, hostile, offensive or uncomfortable learning environment.

4. Bullying is defined as a pattern of unwelcome or aggressive behaviour that often involves an imbalance of power, and/or the intention to harm or humiliate someone. Not all acts of harassment, in all its forms, are Bullying, but are serious, nonetheless.

Procedures

1. Personal, Discriminatory and Sexual Harassment

Education

1.1 All administrators, teachers, counsellors, staff and student leaders will work together to support the Royal Bridge position. This will include our principal ensuring that activities are undertaken at the beginning of each school year to make all members of the school community aware of the expectations and provisions of this policy, including the expectation that every member of our school community will work purposefully to eliminate harmful behaviours and ensure safety and support for all students and staff.

1.2 Any language or behaviour that deliberately degrades, denigrates, labels, stereotypes or incites hatred, prejudice, discrimination or harassment towards students or employees on the basis of their real or perceived sexual orientation or gender identity will not be tolerated. Royal Bridge will be expected to specifically include the prohibition of such language and behaviour in their student and school codes of conduct. Such behaviour may be subject to disciplinary action, or other forms of intervention or resolution.

1.3 Recommended and prescribed resources should be available in Royal Bridge and be chosen or updated in order to promote critical thinking and include materials that support the tenets of this policy. The school will have developmentally appropriate anti-harassment, anti-discrimination, anti- homophobia, anti-transphobia and anti-heterosexist resource materials that provide knowledge, skills, and strategies for educators to recognize, understand and challenge such discrimination. Keeping in mind the multicultural aspect of the district, many of the above resources should reflect the local First Nations communities and the specific characteristics and issues of people of two spirits.

1.4 The school will be committed to ongoing in-service and professional development in the matters covered in this policy, including anti-homophobia, anti-transphobia and anti-heterosexist education.

1.5 Royal Bridge is expected to ensure that students are educated in the areas of understanding, diversity, harassment, discrimination, anti-homophobia, anti-transphobia, and anti-heterosexism through the BC provincial curriculum in ways that are curricular relevant and age-appropriate.

1.6 Under the direction of a willing staff member, the school will support formal and/or informal GSA (Gay Straight Alliances), Diversity Clubs, or other clubs intended to promote and support civility and respect for all students.

2. Responding to Personal, Discriminatory and Sexual Harassment

Royal Bridge will take action when there is evidence of, or a complaint of bullying, discrimination or harassment. The school will inform students on how and when to report incidents of bullying, harassment and/or discrimination.

Complaint Process

2.1 Complainants are encouraged but not required to immediately tell the harasser when conduct is considered inappropriate and unwanted and ask that the inappropriate or unwanted conduct stop.

2.2 A student who feels he or she is being harassed, bullied or discriminated against, and who does not know how, or is unable to confront the alleged perpetrator, shall approach a teacher, counsellor, administrator, parent or trusted adult to obtain advice, support and skills or strategies to halt the harassment.

2.3 Students should record pertinent facts which detail alleged incidents. When? Where? Who? What?

2.4 Student complaints can be referred to the principal, or Counsellor for help in resolution.

2.5 Students and may be accompanied by a person(s) of their choice for moral support during any proceedings relating to the investigation of a complaint, providing no costs are incurred by Royal Bridge.

2.6 No student shall be subject to reprisal, the threat of reprisal or discipline as a result of filing a bona fide complaint of bullying, personal, discriminatory, or sexual harassment.

2.7 It is recognized that false or malicious complaints may damage the reputation of, or be unjust to, students or staff members and therefore disciplinary action will apply to any individual making a malicious claim.

3 Investigating a Complaint

3.1 A confidential investigation in accordance with the due process will be undertaken, expeditiously, under the direction of the principal or designate to substantiate and/or resolve the complaint.

3.2 Appropriate intervention, resolution or disciplinary action will be taken as quickly as possible and no longer than one month after concluding the investigation. Action may include counselling and/or sessions that develop an awareness of harassment, a verbal warning, a written warning, mediation, other restorative practices, suspension and/or expulsion. Appropriate remedies toward the complainant may be cited in a written report.

3.3 Harassers who take retaliatory action against students or staff members who have filed complaints will be subject to additional discipline, intervention, or resolution.

3.4 All unsubstantiated complaints will be reviewed with both parties and documentation provided to the individual falsely accused if they require it.

4 Supervisory Responsibility

All staff members within Royal Bridge are responsible for promoting and maintaining a working/learning environment free from bullying, personal, discriminatory or sexual harassment. Those staff members with supervisory roles are required to exercise supervisory rights and responsibilities either in the learning of students and/or the work of staff. This administrative procedure does not take away the right to supervise, which may include verbal reminders, verbal warnings, written warnings, mediation, other restorative practices student suspensions, or expulsions, and other interventions and resolutions.

WORKPLACE BULLYING, DISCRIMINATION AND HARASSMENT (STAFF)

Environment Free from Bullying, Discrimination and Harassment

Royal Bridge recognizes the right of all employees to work in an environment free from bullying, discrimination and harassment. Bullying, discrimination and harassment are not acceptable or tolerated. All employees will be treated in a fair and respectful manner.

1.1 Discrimination

"Discrimination" means discrimination in employment based on a person's sex, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sexual orientation, age, or criminal conviction which is unrelated to the person's employment. Discrimination includes Sexual Harassment, as defined below.

1.2 Bullying and Harassment

Not every unpleasant interaction, instance of disrespectful behavior, or workplace conflict is bullying and harassment.

Bullying and harassment includes any inappropriate conduct or comment by a person towards an employee that the person knew or reasonably ought to have known would cause that employee to be humiliated or intimidated. This Administrative Policy applies to interpersonal and electronic communications.

Bullying and harassment excludes any reasonable action taken by an employer or supervisor relating to the management and direction of employees or the place of employment.

1.3 Personal Harassment

Personal harassment is defined as repeated, objectionable conduct or comment, directed towards a specific person, or persons and has the effect of creating an intimidating, humiliating, hostile or offensive working environment. Personal harassment does not include conduct or comments made in good faith in the exercise of supervisory rights and responsibilities.

1.4 Discriminatory Harassment

Discriminatory harassment is defined as discrimination contrary to the Human Rights Act and includes discriminatory acts against an employee with respect to the work environment or any

term or condition of employment because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, or age of that staff member or because that employee has been convicted of a criminal or summary conviction offence that is unrelated to the employment or to the intended employment of that person.

1.1 Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, comments, looks, suggestions, audio and visual material of a sexual nature, requests for sexual favours and other verbal or physical conduct emphasizing sexuality, sexual identity or sexual orientation when such conduct: (Reference W.C.B.)

- either explicitly or implicitly is a term or condition of an individual's education, employment, or any opportunity for training or promotion.
- is used as a basis for scholastic, extra-curricular or employment decisions affecting another individual; or
- interferes with an individual's school or work performance or creates anintimidating, hostile, offensive or uncomfortable learning and working environment.

1.2 Complainant

An employee who believes he or she has been subjected to or observed Discrimination or Bullying and Harassment in the workplace.

1.3 Respondent

A person in the workplace against whom a complaint of Discrimination and/or Bullying and Harassment has been made. A respondent includes an individual, whether or not they are a workplace party. This means that a respondent could be a workplace party such as an employer, supervisor, or co-worker, or a non-workplace party such as a member of the public, a student, or anyone an employee comes into contact with at the workplace.

2. Responsibilities

2.1 School

Royal Bridge is responsible for promoting and maintaining a working/learning environment free from bullying and harassment. The school will take reasonable steps to prevent, where possible, or otherwise minimize workplace discrimination, bullying and harassment.

Royal Bridge must ensure that staff have received the Discrimination, Bullying and Harassment training and are aware of the requirements to comply with these policies and procedures.

2.2 Employees with Supervisory Roles

Employees with supervisory roles are required to exercise supervisory rights and responsibilities with regard to the work of staff. Examples of reasonable management action include: determining job duties or work to be performed; workloads and deadlines; layoffs, transfers,

promotions and re-organizations; work instructions, supervision or feedback; work evaluation; performance management; and discipline, suspensions, or terminations.

An employee in a supervisory role has a duty to take all reasonable steps to ensure the health and safety of employees under their supervision and as a result, a supervisor must

take all reasonable steps to prevent, where possible, or otherwise minimize workplace discrimination, bullying and harassment. Workplace discrimination, bullying and harassment can lead to injury, illness or death.

A supervisor's obligation to ensure the health and safety of employees includes:

- not engaging in discrimination, bullying and harassment of employees, other supervisors, the employer or persons acting on behalf of the employer; and
- applying and complying with the school policies and procedures onDiscrimination, Bullying and Harassment.
- liaising with Human Resources to undertake and participate in investigations.

2.3 Employee Responsibility

An employee has a duty to take reasonable care to protect the health and safety of themselves and other persons, and as a result, an employee must take all reasonable steps to prevent, where possible, or otherwise minimize workplace discrimination, bullying and harassment. Workplace discrimination, bullying and harassment can lead to injury, illness or death.

An employee's obligation to take reasonable care to protect the health and safety of themselves or others includes:

- not engaging in discrimination, bullying and harassment of other employees, supervisors, the employer or persons acting on behalf of the employer.
- reporting to his/her direct supervisor if discrimination, bullying and harassment is observed or experienced in the workplace; and
- applying and complying with Royal Bridge policies and procedures onDiscrimination, Bullying and Harassment.

3. Application

This Administrative Procedure applies to all employees.

It is recommended that teaching employees seek the counsel of BCTF before proceeding with a complaint.

4. Complaint/Report and Investigation Procedure

Other employees should follow the Informal and/or Formal Complaint Procedure outlined below.

4.1 Informal Complaint Process

Don't ignore harassment or bullying.

Complainants are encouraged but not required to immediately tell the bully/harasser when conduct is considered inappropriate and unwanted and ask that the inappropriate or unwanted conduct stop.

Before proceeding with a formal complaint, an employee who believes he or she has a complaint of harassment may approach his/her supervisor, union representative or human resource personnel to discuss the potential means of resolving a complaint and to request assistance in resolving the matter on a formal or an informal basis.

Complainants must record pertinent facts which detail alleged incidents. When? Where? Who? What?

4.2 Formal Complaint Process

If you are unable to resolve the matter informally, proceed with a formal complaint by writing a letter to the principal which includes specifics of the behaviour/conduct leading to your complaint.

An employee accused of bullying/harassment will be notified in writing at the earliest opportunity by the principal.

Royal Bridge employees shall be accompanied by a representative or a person(s) of their choice for moral support during any proceedings relating to the investigation of the complaint, providing no costs are incurred by Royal Bridge.

No employee shall be subject to reprisal, the threat of reprisal or discipline as a result of filing a bona fide complaint of bullying, personal, discriminatory, or sexual harassment.

It is recognized that false or malicious complaints may damage the reputation of, or be unjust to those accused of bullying or harassment and therefore disciplinary action will apply to any individual making a malicious or vexatious claim.

4.3 Responding to a Formal Complaint

A confidential investigation in accordance with the due process will be undertaken, expeditiously, under the direction of the principal or designate to substantiate and/or resolve the complaint.

A written, confidential report is to be filed with the principal or designate within one month of completion of the investigation.

Appropriate action will be taken within one month of receiving the written, confidential report. This action may include counselling and/or courses that develop an awareness of harassment, a verbal warning, a written warning, suspension and/or dismissal. Appropriate remedies for the complainant may be cited in the written report.

Bullies/harassers who take retaliatory action against employees who have filed complaints will be subject to discipline.

Complaints or reports of Bullying and Harassment and/or Discrimination are serious matters. Complainants who are found to have made frivolous, vexatious, or malicious complaints of Bullying and Harassment and/or Discrimination may be subject to disciplinary or corrective action.

In appropriate circumstances employees may be referred to counselling or be encouraged to seek medical advice.

5. Annual Review

This Administrative Procedure will be reviewed every year. All employees will have access to an electronic copy of the Administrative Procedure.

Royal Bridge High School

HARASSMENT BULLYING & DISCRIMINATION POLICY (STUDENTS)

School Environment Free from Bullying, Discrimination and Harassment

Royal Bridge recognizes the right of all STUDENTS to work in an environment free from bullying, discrimination and harassment. Bullying, discrimination and harassment are not acceptable or tolerated. All students will treat each other – and be treated themselves – fairly and respectfully. Our focus is to create and maintain a safe, caring and orderly school environment. Royal Bridge is committed to protecting students' physical safety, social connectedness, inclusiveness and protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity.

1. Definitions

1.1 Discrimination

"Discrimination" is based on a person's sex, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sexual orientation, or age.

1.2 Bullying and Harassment

Not every unpleasant student interaction, disrespectful behaviour, or student conflict is bullying and harassment.

Bullying and harassment include any inappropriate conduct or comment by one student toward another that the person knew or reasonably ought to have known would cause that student to be humiliated or intimidated. This Policy also applies to interpersonal and electronic communications that fall into cyberbullying and intimidation.

1.3 Personal Harassment

Personal harassment is defined as repeated, objectionable conduct or comment, between students that have the effect of creating an intimidating, humiliating, hostile or offensive school environment.

1.4 Discriminatory Harassment

Discriminatory harassment is defined as discrimination contrary to the Human Rights Act and includes discriminatory acts against another student because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, or the age of that student.

1.5 Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, comments, looks, suggestions, audio and visual material of a sexual nature, requests for sexual favours and other verbal or physical conduct emphasizing sexuality, sexual identity or sexual orientation.

1.6 Complainant

A student who believes he or she has been subjected to or observed Discrimination, Bullying or Harassment either within the school setting by another student or students at a school-related activity or in other circumstances whereby engaging in the activity will have an impact on the school environment.

1.7 Respondent

A student in the school against whom a complaint of Discrimination and/or Bullying and Harassment has been made.

2. Responsibilities

2.1 Royal Bridge is responsible for promoting and maintaining a learning environment free from discrimination, bullying and harassment.
Royal Bridge must ensure that staff have received Discrimination, Bullying and Harassment Training to help identify these issues between students.

2.2 Student Responsibility

A student must take reasonable care to protect the health and safety of themselves and other students. As a result, each student must take all reasonable steps to prevent, where possible, or otherwise, bullying, discrimination and harassment within and without the school setting.

A student's obligation to take reasonable care to protect the health and safety of themselves or others includes:

- not engaging in discrimination, bullying and harassment of other students;
- reporting to his/her teacher or principal if discrimination, bullying and harassment between students is observed or experienced in the school setting; and
- applying and complying with Royal Bridge policy on discrimination, bullying and harassment.

Complaint/Report and Investigation Procedure

Informal Complaint Process

Complainants are encouraged but not required to immediately tell the bully/harasser when conduct is considered inappropriate and unwanted and ask that the inappropriate or unwanted conduct stop.

Complainants should record pertinent facts which detail alleged incidents. When? Where? Who? What? Social media screenshots are acceptable. Encourage witnesses to document offending actions.

Formal Complaint Process

If you cannot resolve the matter informally, proceed with a formal complaint by speaking to your teacher or principal which includes specifics of the behaviour/conduct leading to your complaint.

A student accused of bullying/harassment will be contacted by the principal.

1.1 Royal Bridge is also committed to taking all reasonable steps to prevent retaliation by a person against a student who has complained of a breach of this policy.

It is recognized that false or malicious complaints may damage the reputation of or be unjust to those accused of bullying or harassment. Therefore, disciplinary action will apply to any individual making a malicious or vexatious claim.

Responding to a Formal Complaint

A confidential investigation following due process will be undertaken, expeditiously, under the direction of the **principal (ASO) or the AASO.**

Once the investigation is complete, the respondents will be advised of the sanction (if any) to be applied. If the respondent is to receive a sanction, that sanction can be appealed under RBHS Appeals Policy. Sanctions can – and may include – local police involvement and might include suspension and expulsion. The RBHS Policy on discipline will be followed.

ROYAL BRIDGE HIGH SCHOOL

Parent/Guardian Field Studies Consent Form

Royal Bridge
2567 Lougheed
Hwy, Port
Coquitlam. BC.
V3B 1B4

Teacher: PRINCIPAL

To the Parent(s)/Guardian(s) of:_____Grade: _____

The purpose of this form is to inform you about a proposed field study involving your child/ward, and to seek your support and permission for your child to participate. Field studies are an integral part of the RBHS program, and they provide students with valuable learning experiences. However, should you not wish your child to participate in this activity, school staff will assign the student other learning activities at the school.

PLEASE NOTE: The **Bus Emergency Evacuation Protocol** is below.

This is an important document. Please review the contents of this Consent and Acknowledgement of Risk form carefully prior to providing permission for your child to participate in this excursion. Clarify any questions or concerns with the Principal/School Manager BEFORE signing it.

PROGRAM/ACTIVITY INFORMATION

DESTINATION/ACTIVITY: **DATE:**

SERIES OF ACTIVITIES TO BE UNDERTAKEN (Specify program): Science World Programs

PURPOSE OR EDUCATIONAL GOAL(S):

ITINERARY/ACTIVITIES**:**

METHOD OFTRANSPORTATION:

EDUCATORS-in-CHARGE:

TRIP SUPERVISORS PLANNED:

COST TO THE STUDENT: WHAT TO BRING:

OTHER CONSIDERATIONS: N/A

BEHAVIOUR EXPECTATIONS: ORDERLY

SCHOOL RESPONSIBILITIES

RBHS will make every reasonable effort to ensure or ascertain that:

a. The staff, volunteers and/or service providers involved are suitably trained and qualified.
b. The students are adequately supervised over all aspects of the program/activity.
c. The locations used are appropriate and safe for the activities and group.
d. A Safety Plan is in place to identify and manage known potential risks.
e. An Emergency Plan is in place to deal with an injury or illness to any of the students.

POTENTIAL KNOWN RISKS AND SPECIAL SAFETY INFORMATION

PLEASE NOTE: We have a BUS EVACUATION PROTOCOL – Any carrier that we use MUST have a BUS EVACUATION PROCEDURE and they MUST EXPLAIN this to ALL STUDENTS/STAFF before ANY trip gets underway. Staff are designated to ENSURE that the Evacuation Protocol is CLEARLY EXPLAINED to ALL RIDERS BEFORE each Excursion.

RBHS also has an EMERGENCY COMMUNICATION PROTOCOL that will alert the Administration, Parents and the Ministry of Education in the event of an EMERGENCY.

CONSENT AND ACKNOWLEDGEMENT OF RISK

ROYAL BRIDGE HIGHSCHOOL

Destination/Activity/Program:

Dates:

While school staff will take reasonable steps to prevent injuries to students, some degree of risk is inherent in the nature of this activity and may occur without fault on the part of the student, school board, its employees or agents, or the facility where the activity is taking place. By allowing your child to participate in this activity, you agree that the activity described above is suitable for your child/ward, and that there is a risk of injury associated with the activity.

D My child has been informed that he/she is to abide by the rules and regulations, including directions and instructions from the school's and/or service provider's administrators, instructors, and supervisors over all phases of the program/activity.

D In the event my child fails to abide by these rules and regulations, disciplinary action may require his/her exclusion from further participation or that I be contacted to have him/her picked up, unless I have specified other transport arrangements.

D I acknowledge that the trip supervisors may secure transport to emergency medical services as they deem necessary for my child's immediate health and safety and that I shall be financially responsible for such services.

I,_____(Name of parent/guardian) give permission for (Name of student) _____ to participate in the field study described above. I understand that my child may be exposed to a risk of injury due to an accident while participating in this activity.

Date:_____Name (*Please print*):_____Signature:_____

Parent/Guardian Contact Numbers: Day_____Evening _____

Comments (please include any restrictions or limitations which would prevent your child from fully participating in this trip, or any other special concerns which RBHS staff should be aware of surrounding your child/ward.

_____

NOTE:

Efforts to minimize costs have been made to support student participation. Please contact the teacher or Principal if you have questions or concerns regarding the amounts listed above.

Students will be dismissed after the last event. They can either return to school with supervisors or leave from event to another destination

Medical/ Emergency Consent Form Template

School Name_ _____

Medical Information For Field Studies

The collection and retention of information requested on this form is authorized and governed by the British Columbia *School Act* and the *Freedom of Information and Protection of Privacy Act.*

OFF-SITE EXPERIENCE EMERGENCY MEDICAL INFORMATION

The following information will be helpful to the teacher in making your child's field studies experience comfortable, safe and pleasant.

(Please print carefully and legibly)

Student Name:_____Birth Date: _____

Grade/Program:_____ Teacher:_____

Address:_____

BC Medical Services Plan Personal Health No.:_____Student School Accident Insurance: D Yes D No

Allergies (e.g., specific drugs, certain foods, insect stings, hay fever) Specify:

_____

Reaction(s) to above? _____

Carries Epi-pen? D Yes D No Inhaler? D Yes D No Medical Alert Bracelet? D Yes D No

Date of last Tetanus shot: _____

Medical/physical conditions that may affect participation in the stated program/activity (e.g., recent illness or injury, recent hospitalization or surgery, chronic conditions, phobias, etc.). Be specific:

_____

Specify the condition(s) and requirements for program modification or specific activities your child should not participate in:

_____

Prescribed medication(s) taken at this time (name, reason, dosage, storage, potential side effects/treatment of such): Other

Health/Medical/Dietary Concerns/restrictions:

Emergency Contacts:

1) _____Phone: (H)_____(W)_____(C) _____

2) _____Phone: (H)_____(W)_____(C)_____

Name of Physician_____Phone # _____

ACKNOWLEDGEMENT OF CONSENT

Parent/Guardian who is filling out and signing this form:_____

Should it become necessary for my child to have medical care, I hereby give the teacher permission to use his/her best judgment in obtaining the best of such service for my child. I understand that any cost will be my responsibility. I also understand that in the event of illness or accident, I will be notified as soon as possible via the emergency contact information listed above.

Name (please print)_____Signature _____

ROYAL BRIDGE HIGH SCHOOL

B.C. Student Safety Communications Protocol

This protocol is intended for Safe School Coordinators to provide clarity on who to contact, how to contact, and under what circumstances, regarding student safety issues or information. ALL ROYAL BRIDGE TEACHERS will carry a copy of this protocol on all Field Trips. All serious incidents must be relayed to the Ministry of Education.

Need Help?

- Critical incident response and support
- Trauma-recovery support for students, staff and school
- Social media monitoring/digital threat assessment
- VTRA assistance
- Media and parent communication

Need Info?

- Register for training here: http://www.bced.gov.bc.ca/erase/documents/erase-training-schedule.pdf
- Training questionsand bookings
- Templates and resources

Let Us Know!

- Media is or will be involved
- High profile police investigations

Ministry of Education

EMAIL

erase@gov.bc.ca

Safer Schools Together

EMAIL

intake@saferschoolstogether.com

P: 604-560-2285 or 1-855-677-3720

Federation of Independent School Associations
British Columbia

Freedom Involves Secure Alternatives

4885 Saint John Paul II Way, Vancouver, BC V5Z 0G3 • Tel 604.684.6023 • Fax 604. 684.3163 • info@fisabc.ca • www.fisabc.ca

October 2023 Revision
Date of Policy

CHILD ABUSE and NEGLECT POLICY FOR EMPLOYEES OF

Royal Bridge High School

(Name of School)

2567 Lougheed Hwy, Port Coquitlam. BC. V3B 1B4

(Address)

Table of Contents

1. Preamble 3

2. Purpose 3

3. Guiding Principles 3

4. Procedures on Reporting Child Abuse and/or Neglect Involving Parents or Parental Failure to Protect a Child 4

5. Procedures Where Allegations of Child Abuse are Made Against Independent School Staff, Volunteers, Contract Service Providers or Others in the School 5

6. Duty to Report Professional Misconduct 6

7. Protocols on Relationships with Partner Agencies 7

8. Staff Training and Review 7

9. Quick Reference on Abuse Indicators 8

Appendix A: Contact information for Partner Agencies with Respect to Child Abuse 9

Appendix B: Frequently Asked Questions:

1) What is Child Abuse and what are the possible indicators? 10

2) Under what conditions is there a duty to report? 14

3) What should be reported? 15

Appendix C: Legislation and Government Protocols 16

Appendix D: Glossary/Definitions 1

Child Abuse and Neglect Policy for Employees

1. Preamble

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.

Royal Bridge High 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.

2. Purpose

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

Royal Bridge High 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 [Staff Manual Policies and Procedures Manual] of *Royal Bridge High School* or is available from the administration.

3. Guiding Principles:

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

- The safety and well-being of children is the paramount consideration.
- Children are entitled to be protected from abuse, neglect, harm or threat of harm.
- A family is the preferred environment for the care and upbringing of children and the responsibility for the protection of children rests primarily with the parents.

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 (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. (Tina Zhang is the AASO)**

b) Any school personnel who suspect or have information that a child is being abused or at risk of

being abused, must promptly contact the Ministry of Children and Family Development (MCFD) or the Aboriginal Child and Family Services Agency (See Appendix A for contact information) AND the Appointed School Official. If the Appointed School Official is the alleged abuser, then school personnel, after reporting to the previously mentioned agencies, will report to the Superintendent, head, or chairperson of the Board of Directors governing the school.

c)

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, investigate. (CFCSA Section 13)

d) Anyone who has reason to believe that a child has been or is likely to be physically harmed, sexually abused or exploited, 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 Actto
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

e) The police must be contacted immediately if the child is in any immediate danger.
f) 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.
g) School personnel will cooperate fully with any resulting investigation, including assisting with the interviews of children and staff as necessary.
h) 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.
i) The Appointed School Official will ensure that the school environment is safe during any investigation.
j) School personnel will support students who are victims of child abuse or neglect.

5. Procedures Where Allegations of Child Abuse are Made Against Independent School Staff, Volunteers, Contract Service Providers or Others in the School Setting

According to the MCFD handbook, "*The BC Handbook for Action on Child Abuse and Neglect – For Service Providers*", p 32, "If the abuse occurs in a setting such as a school, youth custody or childcare 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/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/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 needs 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/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. ROYAL BRIDGE has the authority to issue a "No Trespass Order" prohibiting from attending a school a contract worker or other person whose presence threatens the safety and welfare of students.

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

b. School personnel who have reason to believe that another employee, volunteer, contract service provider or another 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/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 (ASO) of the allegations and the outcome of the school investigation, unless there are special circumstances, e.g., relating to child protection or police investigation, or endangerment of the child.

d. In addition to the authority provided in the Independent School Act (ISA, (*(Name of School)* ROYAL BRIDGE HIGH SCHOOL has the following policy(s) dealing with professional misconduct of employees: (Abuse and/or Neglect Policy)

e. Where there are allegations of child abuse by a staff member, volunteer, contract service provider or other persons, ROYAL BRIDGE 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 (MCFD)

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

ROYAL BRIDGE 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 Principal/ASO 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 RCMP 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 Principal/ASO 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, andeveryone'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.)

RBHS 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.

QUICK REFERENCE

POSSIBLE INDICATORS OF CHILD ABUSE AND/OR NEGLECT

- Unexplained bruises, different coloured bruises, welts, cuts, burns, bite marks-especially on the face, lower back, thighs or upper arms
- Unexplained fractures, repeated injuries over time
- Constant complaints such as sore throats or stomach aches that have no medical explanation
- Lack of proper hygiene, constant hunger, clothing inappropriate for weatherconditions
- 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 offence 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.

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

   - MCFD (local office(s)): **1-604-660-4927**

   -OR-

   - Aboriginal Child and Family Service Agency: **1-604-933-2073**
     101 - 504 Cottonwood Ave., Coquitlam, BC, V3J 2R5

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

   - In Vancouver, North Shore, Richmond – 604 660 4927
   - In the Lower Mainland, Burnaby, Delta, Maple Ridge, Langley – 604 6608180
   - 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.

3. 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:

   - Police/RCMP: **(604) 945-1550** -Emergency: 9-1-1

Appendix B

Frequently Asked Questions

1. WHAT IS CHILD ABUSE AND WHAT ARE THE POSSIBLE INDICATORS OF CHILD ABUSE AND/ORNEGLECT?

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

PHYSICAL ABUSE

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

POSSIBLE INDICATORS OF PHYSICAL ABUSE

Physical Indicators

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

Behavioural Indicators

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

SEXUAL ABUSE

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

- touching or invitation to touch for sexual purposes
- intercourse (vaginal, oral, or anal)
- menacing or threatening sexual acts, obscene gestures, obscene communications or stalking
- sexual references to the child's body/behaviour by words/gestures
- requests that the child expose their body for sexual purposes
- deliberate exposure of the child to sexual activity ormaterial
- sexual aspects of organized or ritual abuse

SEXUAL EXPLOITATION

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

- performing sexual acts
- sexually explicit activity for entertainment
- involvement with escort or massage parlour services
- appearing in pornographic images

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

POSSIBLE INDICATORS OF SEXUAL ABUSE AND EXPLOITATION
Physical Indicators - unexplained or persistent pain, bleeding or unusual discharge in the genital or anal area - pregnancy - sexually transmitted diseases ***Behavioural Indicators*** - engages in age-inappropriate sexual play or exhibits age-inappropriate sexual knowledge (e.g. through drawing or play) - forces or coerces another child to engage in sexual play - inserts objects into vagina or rectum - directs sexually intrusive behaviour to adults - has unexplained gifts, new clothes for money - has changed in school performance and attendance - is secretive about "new" friends, activities, phone calls or internet use - has unexplained developmental setbacks (e.g. was toilet trained but reverts) - is involved in sexually exploitive activities, such as performing sex acts for money - is involved in behaviours such as misuse of drugs or alcohol, stealing, fire-setting - flinches when touched

EMOTIONAL ABUSE

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

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

Emotional harm

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

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

POSSIBLE INDICATORS OF EMOTIONAL ABUSE
Physical Indicators - bed-wetting and/or frequent diarrhea - frequent psychosomatic complaints, headaches, nausea, abdominal pains ***Behavioural Indicators*** - mental or emotional development lags - isolated and has no friends or complains of social isolation - behaviours inappropriate for the age - fear of failure, overly high standards, reluctant to play - fears consequences of actions, often leading tolying - extreme withdrawal or aggressiveness, mood swings - overly compliant, too well-mannered - excessive neatness and cleanliness - extreme attention-seeking behaviours - poor peer relationships - severe depression, suicidal ideation - runaway attempts - violence is a subject for art or writing - forbidden contact with other children - shows little anxiety toward strangers - unusual severe anxiety or worries

NEGLECT

Neglect is the failure to provide for a child's basic needs. It involves an act of omission by the parent or guardian, resulting in (or likely to result in) harm to the child. Neglect may include failure to provide food, shelter, basic health care, supervision or protection from risks to the extent that the child's physical health, development or safety is, or is likely to be, harmed.

POSSIBLE INDICATORS OF NEGLECT

Physical Indicators

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

Behavioural Indicators

- forages for, hoards or steals food
- developmental delay or setbacks related to a lack of stimulation
- poor school attendance
- inappropriately takes on a caregiver role for a parent orsiblings
- 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

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

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

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

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

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

3. WHAT SHOULD BE REPORTED?

The person making the report does not need to have all of the following information before making a report, especially if the child is in immediate danger. Provide the information that you can and provide follow-up information as required.

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

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

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

Appendix C

Legislation and Government Protocols

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

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

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

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

d) *Youth Criminal Justice Act*, available online www.justice.gc.ca

e) *The BC Handbook for Action on Child Abuse and Neglect – For Service Providers*, available online at www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf

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

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*)*

The **RBHS Anaphylaxis Policy**

Anaphylaxis is a severe allergic reaction which, if left untreated, can lead to sudden death. Examples of potentially life-threatening allergens include peanuts, shellfish, fish, cow's milk, eggs and insect venom. An anaphylactic reaction can begin with itching, hives, and nausea but can be quickly followed by severe breathing difficulties, a drop in blood pressure and shock which are potentially fatal. Fortunately, such potentially life-threatening allergies are rare.

RECOMMENDED STRATEGIES IN THE PREVENTION/MANAGEMENT OF ANAPHYLAXIS

The following general recommendations provide assistance in the development of school-based policies regarding students who have life- threatening allergies.

INFORMATION AND AWARENESSTOMINIMIZE RISK

- Parents have the primary responsibility of informing school personnel regarding their child's severe allergy. RBHS needs to collect health information and establish medication protocols for individual students.
- Community health nurses provide consultation for school staff, students, and parents regarding severe allergies. They participate in the development of a plan of care and in the training of staff in the use of epinephrine auto-injectors (such as EpiPens and Ana-Kits).
- All staff members in a school (teaching and non-teaching) should be aware of students who have potentially life-threatening allergies. This includes substitute teachers and school volunteers. School administrators should ensure that staff who may be in a position of responsibility for students with anaphylaxis receive personal training in the use of auto-injectors of epinephrine. This may include first aid attendants, teachers, noon-hour supervisors, bus drivers and cafeteria staff.
- The affected student's classmates need information on the allergy in a way that is appropriate to the age and maturity level of the students. This should be done in consultation with the affected student and his or her parents.

AVOIDANCE OF FOOD ALLERGENS

It is not possible to achieve a completely allergen-free school as there can be hidden or accidentally introduced sources. However, school-based policies and strategies can be developed to help reduce the risk of exposure. Various factors need to be considered such as the age and maturity of the student, the organization and physical layout of the school, and the properties of the allergen itself. Some suggestions include the following:

Establish safe lunchroom and eating area practices:

- Require at-risk students to eat food prepared at home
- Provide an "allergen-free" eating area for the at-risk student
- Avoid trading and sharing of foods, food utensils and food containers with students who have severe food allergies
- Clean eating surfaces with soap, water, and paper towels and encourage handwashing by staff and students (thus reducing the risk of exposure to any food allergen residue).

Avoid exposure during school activities:

- Cooking classes and crafts - the use of food in cooking classes and crafts may need to be

restricted or modified depending on the allergies of the students

- Field Trips - Safeguards need to be in place to ensure the safety of at-risk students during school field trips, especially when travel time to an emergency ward is extended.
- Examples could include having extra EpiPens or Ana-Kits available and training additional staff persons in handling anaphylaxis emergencies. Holidays and special celebrations - Food is often associated with special occasions. These foods may need to be restricted or modified depending on the allergies of the student. Recommending the use of non-food treats for students during celebrations can be helpful.

EMERGENCY RESPONSE PROTOCOL

Since it is impossible to reduce the risk of accidental exposure to zero, a student with severe allergies may require emergency life-saving measures while at school.

- Each at-risk student should have an emergency plan developed in cooperation with the parents, the student's physician, and the school community health nurse. This plan should be kept in a readily accessible location.
- Anup-to-date student should have an emergency plan developed in cooperation with the covered, secure, unlocked area of quick access. The location of the injectors should be known to all staff and classmates.
- If matureenough, students shouldbe encouraged to always carry an injection kit in a fanny pack. All students regardless of whether or not they are capable of epinephrine self-administration will still require the help of others because the severity of the reaction may hamper their attempts to inject themselves.
- Further information onthe use of epinephrine is available from the community health nurses.

Testing Lead Content in Drinking Water of Independent School Facilities Effective January 1,2017

Summary

- BC government policy requires RBHS to test the lead content in drinking water.
- Our 3 Bathroom Taps have been tested and designated safe by Caro Analytical

Designated Drinking Water Sources

- All three water taps:
    - Male Washroom
    - Female Washroom
    - Handicapped Washroom

Rationale for Testing Lead in Drinking Water

- Student health and safety is a concern shared by all parties in the K-12 education system. This policy provides minimum requirements for testing lead content in drinking water of school facilities, reporting of the results, and mitigation strategies to eliminate or reduce any risks to students and staff.

Province of BC Policy

- Independent schools are required to test for lead content in drinking water.
- If sample results reveal lead levels exceeding 0.010 mg/L, the independent school, in consultation with the Health Authority, should undertake mitigation strategies.
- Mitigation strategies include water flushing regimens, filter installations, plumbing upgrades, or deactivation of water sources with supplemental signage.
- If testing finds drinking water concentrations of lead at or above the maximum acceptable level, the independent school authority must:
    - Informthe Independent Schools branch,
    - Work with the appropriate Health Authority,
    - Communicate results of the testing and mitigation strategies with parents, students and staff.

Partnership with Health Authority

- RBHS is working with the Drinking Water Program, Fraser Health Authority.

Results of Sampling

- 3 samples were tested. All samples were well below 0.010mg/L.
- The full analytical report is available at the school office as well as the school website.

Health Services
Tel: (604) 870-7900; Toll Free Tel: 1-866-749-7900
Fax: (604) 870-7901

Caro Analytical Contact Information

- #110 – 4011 Viking Way
  Richmond, BC, V6V 2K9, Canada
  Phone: (604) 279-1499 Fax: (604) 279-1599
  Email: Richmond@caro.ca

Section177: Prohibiting Access to Schools

The safety and security of students and staff is a high priority for Royal Bridge High School. Section 177 of the *School Act* is intended to prevent the disruption of schools and school functions, and to ensure the protection of students and staff. This section allows the Principal, Director or a person authorized by the RBHS Board, to direct a person to leave school property. Section 177 may be used to prevent a stranger who presents a threat to student safety from accessing school property. There may also be circumstances where persons associated with the school, such as students, parents, employees, or volunteers are denied access to school property under Section 177. It also enables the administrator to call for assistance from law enforcement if necessary.

Persons directed to leave school property under Section 177 of the *School Act* may not return without the prior approval of the principal or designate. If a person contravenes this section of the *School Act*, he or she commits an offence.

A Section 177 direction can be appealed. The appeal process is delineated in the Administrative Procedures for this policy and will be provided to any person directed under Section 177.

Section 177 of the *School Act* is intended to be used only in exceptional circumstances, where there is a risk to student/staff safety or significant and ongoing disruption to the educational programs offered by the school.

The full text of Section 177 of the *School Act* is provided below:

Maintenance of Order

177 (1) A person must not disturb or interrupt the proceedings of a school or an official school function.
(2) A person who is directed to leave the land or premises of a school by a Principal, Vice Principal, director of instruction or a person authorized by the board to make that direction.

(a) must immediately leave the land and premises, and
(b) must not enter the land and premises again except with prior approval from the Principal, Vice Principal, director of instruction or a person who is authorized by the board to give that approval.

(3) A person who contravenes subsection (1) or (2) commits an offence.

(4) A Principal, Vice Principal, or director of instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace officer

Section 1 of the *School Act* defines “school” as follows:
"**school**" means
(a) a body of students that is organized as a unit for educational purposes under the supervision of a Principal, Vice Principal or director of instruction,
(b) the teachers and other staff members associated with the unit, and
(c) the facilities associated with the unit and include a Provincial resource program and a distributed learning school operated by a board.

APPEAL

The excluded person may appeal the exclusion to the RBHS Board (Steve Jiang.) The appeal must be filed in writing within thirty working days of the date that the order was received by the excluded person. The appeal must be reviewed in a meeting with the excluded person and a written decision rendered within ten working days of receipt of the appeal.

The School District is subject to the Freedom of Information and Protection of Privacy Act. Accordingly, complaint documentation may be subject to access and disclosure under this legislation.

Those persons within at RBHS who have authority to direct individuals to leave school property under the terms of section 177 of the School Act are:

- School Principal
- Directors

Procedures to be followed when a person is excluded from school property under section 177 of the School Act:

- Where practicable, provide prior notice to the RBHS Board of the intention to issue an exclusion order under section 177.
- If necessary, call for assistance from the RCMP if the person refuses to leave after being directed to do so or if there is reason to be concerned about a threat from the individual.
- Report the incident to the RBHS Board.
- Provide written notification to the excluded person as soon as possible, including reasons for and length of exclusion, the date for review, and information about avenues of appeal (boards may wish to develop a template letter for use by school administrators).
- Document the incident, including the following information at a minimum:
  - name of school (Royal Bridge High School):
  - date, time, and location of incident or incidents.
  - description of incident or incidents (i.e. what happened, who was involved, etc.);
  - name (and contact information, when possible) of person excluded under section 177.
  - name of the principal or another administrator who directed the person to leave the school property.
  - length of exclusion.
  - means of delivering the exclusion orderletter

    - RCMP file number for the incident (if a file was opened by the RCMP) and name of the attending officer
    - date for review; and
    - name of person completing document.
- Submit a copy of this report to the office of the Secretary-Treasurer (Steve Jiang).
- File a Schools Protection Program incident report.

ROYAL BRIDGE HIGH SCHOOL

Teacher & Principal Evaluation Policy

The Royal Bridge High School Education Authority (RBHSEA) recognizes that the roles of individual teachers and the school principal are critical elements in delivering sound educational programs that meet the goals and directions of the BC Ministry of Education. It is also the belief of RBHSEA that evaluations will assist both principals and teachers in the realization of their full potential and result in the improvement of instruction and enhanced student learning outcomes.

RBHS has adopted these Evaluation Policies in the belief that a comprehensive evaluation process will enhance professional growth and confidence and will mutually benefit both teachers and students and the effective operation and management of the school as an institution.

RBHS believes in an evaluation process that is fair and just. The evaluation of a teacher's performance shall be conducted in an atmosphere of trust, confidence, and support and will be guided by the principle that this will be a formative process while being mindful that there are situations where this process may be summative in nature.

The school principal is responsible for the implementation of the Teacher Evaluation Policy. This will happen once per school year. The principal shall ensure that each teacher being evaluated is made aware of the evaluation process and criteria prior to the evaluation occurring through pre-observation planning and meetings.

Teacher evaluations will be done by Principal every 2-3 years for experienced, senior level teachers, while new teachers will receive an evaluation within the first 3 months of probationary period and/ or within the first 6 months.

The Education Consultant is responsible for the implementation of the Principal Evaluation Policy. This will happen once per school year. The Education Consultant shall ensure that the principal is made aware of the evaluation process and criteria prior to the evaluation occurring.

The overall performance of the teacher, including classroom performance, shall be considered in the evaluation. The outcome of the evaluation may be considered in making decisions regarding the teacher's continued employment.

The overall performance of the principal, including teaching performance, school management and

leadership shall be considered in the evaluation. The outcome of the evaluation may be considered in making decisions regarding the renewal of the principal’s contract.

Teacher Evaluation Guidelines

The teacher evaluation process is intended to be flexible to allow the evaluator to obtain the best information to assess the teacher's performance. However, the following guidelines provide a framework for teacher evaluation. These are intended to be used as guidelines only and can be modified as the evaluator deems appropriate in any particular situation.

All teachers will participate in any evaluation of their performance that may be conducted.

- Teachers will be evaluated once per year unless performance issues require additional evaluations.
- The principal will notify the teacher in writing prior to an evaluation occurring

Royal Bridge Teacher Evaluation Policy

A teacher being evaluated shall be apprised of the process and criteria for the evaluation prior to the evaluation occurring.

- The evaluator shall hold an introductory meeting with the teacher to review the evaluation process and to ensure the teacher understands the expectations for their performance.
- The evaluator and teacher shall endeavor to establish a climate of trust and respect.

An evaluation of a teacher's performance includes the following:

- Classroom observations and post-conferences. Typically, at least three classroom observations.
- Observations should occur during typical learning situations
- The teacher will be advised of the first visitation date in advance and may be advised in advance of the remaining visits
- The evaluator will observe the teacher through a minimum of one complete lesson during each visit.
- The evaluator will complete an observation report to be discussed with the teacher promptly at a post- conference. This report will summarize the observations made in respect of the evaluation criteria and may include suggestions for improvement
- The evaluator will complete a final report on the teacher's performance. The report should identify the following:
    - The teacher's assignment, professional experience and training
    - All observation dates
    - A summary of observed performance
    - A summary of any other relevant information gathered during the evaluation process, as well as the evaluator's observations.
    - The evaluator's professional opinion of the teacher's overall performance with a statement indicating that the teacher's performance is less than satisfactory.
- This report shall be presented to the teacher as a draft at least 48 hours in advance of the completion of the final report, and the teacher and principal shall discuss the draft report, in the company of a third person if the teacher chooses.
- The teacher indicates both receipt and acknowledgement of placement on her/his personnel file. The final report shall be signed by the teacher indicated. The teacher shall have the right to submit to the evaluator a written commentary on the report, which shall be filed with the report in his or her personnel file.

Supervisory support should be provided to a teacher whose performance is not meeting expectations or requires improvement.

- When a teacher's performance is not meeting expectations, the principal and teacher will meet to discuss a plan for improvement. This plan may include supervisory visits (composed of pre-observation conferences followed by classroom observations and post-observation conferences), observation of other teachers or classrooms, mentorship, or in service opportunities.
- An unsatisfactory evaluation may result in the termination/ N o n - r e n ew a l of contract

Royal Bridge Teacher Evaluation Policy

An evaluation of a teacher's performance shall be informed by the performance indicators as outlined below.

EVALUATION CRITERIA

Under each criterion below, are suggested examples of related teacher behaviours. Administrators look forward to a discussion of the criteria with teachers so that the basis for evaluation is mutually understood.

1. ***"The employee seeks knowledge of the social, emotional, intellectual, cultural and physical characteristics of the pupils whom he/she teaches with the objective of furthering their educational growth."***
   - Participates as necessary in a school-based team meeting.
   - Becomes familiar with the information contained in individual student files
   - *medical, diagnostic assessments, D.EA.P. results etc.)*
   - Where appropriate, seeks information/advice from a counsellor, psychologist, speech/language specialist, nurse, school doctor, district personnel, etc.
   - Becomes familiar with and is sensitive to the unique cultural background or ethnic heritage of children
   - Assists in the integration of special education/ESL students.

2. ***"The employee":***

- Plans with a definite purpose and clear objectives in mind; Communicates these purposes and objectives to the students.
- Establishes appropriate procedures for assessing, recording and reporting pupil performance to parent(s)
- Uses diagnostic tools, which are pertinent to the course and program objectives.
- Identifies present achievement level for each student. Prepares a diagnosis for each student.
- Prepares both short and long-term objectives for the course or program. Prepares objectives in terms of specific student performance.
- Prepares objectives upon which useful data can be collected. Develops individual objectives for exceptional students.
- Ensures course objectives are understood by students and parents. Submits term previews to the principal.
- Plans lessons which are consistent with the stated objectives. Compiles data/representative samples of student work.
- Participates with Special Needs teacher in the development of I.E.P.'s *(Individual Education Plans) (when needed)*

3. ***"With due consideration for individual differences, the employee works to involve students in experiences and activities designed to develop skills and stimulate thought."***
   - Involves students in the direction of their own education
   - Plans lessons which include individual and group activities appropriate to the needs of all students.
   - Uses resource materials which are appropriate to the instructional objectives.
   - Uses student feedback in planning instruction.
   - Establishes feedback processes to monitor student understanding. Establishes a physical environment which is stimulating and "relevant" to the current instruction.

- Clearly distinguishes between academic and affective objectives.

4. ***"The employee uses instructional techniques that promote questioning, speculation and originality."***
   - Demonstrates a knowledge of group dynamics and motivation theory Paces and varies the activities within a lesson according to the needs and interests of students.
   - Uses students' ideas and cultural backgrounds as a source of instructional strategies.
   - Uses effective motivational strategies.
   - Explains material in clear, graphic terms
   - Uses community and other resources to enrich instruction.
5. ***"The employee works at keeping his/her knowledge current and his/her teaching techniques effective in the subject areas he/she undertakes and agrees to teach."***
   - Takes an active part in Pro-D activities
   - Demonstrates a clear understanding of the new BC Curriculum and the Core Competencies
   - Demonstrates a clear understanding of FPPL
   - Employs student-self assessment in their evaluation/assessment of students
   - Is an active member of professional organizations. Demonstrates a currency in educational readings Gives workshops in subject areas.
   - Attends and participates in school and district professional development activities
   - Exhibits a willingness to adjust to the changing educational needs of the district
   - and to new expertise in the profession
6. ***"The employee practices classroom management suitable to the growth and development of the pupil."***
   - Gives directions in a clear, concise manner.
   - Fosters an atmosphere in which students remain on task.
   - Ensures that activities of individual pupils tend to enhance rather than interfere with the
   - learning of others.
   - Exhibits consistency and fairness when dealing with students. Makes effective useof instruction time

7. ***"The employee, as a member of the staff, participates in the development and implementation of the philosophy and practices of the school and works in cooperative ways with colleagues to promote the welfare of pupils."***
   - Assists in school policymaking, e.g.: 'School Profile, Goals, Vision Statement, etc
   - Supports school goals and policies or works positively to alter them. Translates school goals into classroom objectives.
   - Plays an active role in staff committees
   - Is aware of works to implement Royal Bridge High School long- term/short-term goals.
   - Is familiar with and can implement our "Emergency Procedures" plan
8. ***"The employee fosters a climate of mutual respect between himself /herself and his/her pupils."***
   - Treats both pupils and adults with consideration and courtesy. Fosters an atmosphere that promotes participation by all.

- Knows and uses student's names
- Encourages and considers student comments and suggestions. Is approachable by the students.
- Implements "Action Plan for the Improvement of d Multi• Cultural education at RBHS.
- Demonstrates interest and concern for the well-being of others. Demonstrates interest and concern in school climate.
- Interacts positively with students outside of the classroom.
- Makes explicit to students expected standards of appropriate behaviour and helps students to meet those standards.

9. ***"The employee seeks to invoice parents in the educational process and gives and obtains the information that assists in the development of the pupil."***
   - Uses parents, support staff and others to enhance the learning of individuals and groups.
   - Ensures that parents/pupils understand the bases and procedures used in the evaluation
   - Provides pupils and parents with clear and current appraisals of individual achievement.
   - Distinguishes between continuous evaluation *(formative)* and evaluation for
   - the purpose of formal reporting *(summative).*
   - Keeps records which reflect variety and depth of assessment

10. ***"The employee cooperates with colleagues and associated personnel in utilizing existing educational services and resources for the benefit of the pupils."***
    - Uses a variety of appropriate media effectively and efficiently. Plans cooperatively with colleagues.
    - Accepts responsibilities in the wider life of the school Shares ideas and resources with others.
    - Follows district policies and where appropriate, adopts a construction stance towards making the team more effective.
    - Ensures that the school and classroom environments are safe for children.

11. **"The employee at appropriate times, reviews with colleagues, students and their parents the practices employed in discharging professional responsibilities."**
    - Tests to see if the program is meeting studentneeds.
    - Tests to see if the instruction is achieving the stated objectives.
    - Alters instructional strategies and content to achieve objectives.
    - In considering and implementing policies, places the good of the pupils first.

Principal Evaluation Policy

The Education Consultant is responsible for the implementation of the Principal Evaluation Policy. This will happen every two years. They shall ensure that the principal is made aware of the evaluation process and criteria prior to the evaluation occurring.

The overall performance of the principal, including teaching performance, school management and school leadership shall be considered in the evaluation. The outcome of the evaluation may be considered in making decisions regarding the renewal of the principal's contract.

The Education Consultant will use the following framework (which will be part of the Principal School Growth Plan) to evaluate the performance of the school Principal.

The principal will submit a Growth Plan to the Education Consultant.

Evidence	Level of Performance			
	Excellent	**Proficient**	**Adequate**	**Limited**
Is guided by an educational philosophy that is linked to the new BC Curriculum, Core Competencies and FPPL	Educational philosophy reflects sound research and is **manifested in all aspects of their leadership role**	Is able to articulate educational philosophy that reflects current research and **fosters school improvement**	**Is able to articulate** educational philosophy **that reflects current research**	**Is unable to articulate** an educational philosophy
Establishes school mission and vision	Shared school mission and vision are **regularly revisited, actively embraced and implemented** by the school community	Mission and vision are developed with the school community and **used as a filter for decision making**	**Relevant** mission and vision are **developed** and **understood** by the school community	The mission and/ or vision is **not present or is out of date**
Implements school improvement plans	**All members of the school community** are **actively involved in developing, implementing and evaluating** the school improvement plan	School improvement plans are developed collaboratively and **used to set priorities, allocate resources and take action**	School improvement plans are **developed and implemented in collaboration** with the school community	School improvement plan is **a compliance document containing little or no evidence of shared** development and implementation
Analyzes data to develop school goals (Framework for Enhancing Student Learning)	**School community members, as appropriate**, are actively involved in collecting, analyzing and **evaluating** data to develop school goals	School staff is involved in the **ongoing collection and analysis of data to inform actions and make adjustments as needed**	**School staff** participates in analyzing data to develop school goals.	**Makes limited or no use** of data in developing school goals
Celebrates the school's accomplishments	Recognition and celebration are **embedded within the school culture by all stakeholders**	**Involves the school community** in celebrating school accomplishments	**Strategies** for celebrating school accomplishments exist	**Accomplishments are not consistently** recognized. Website development needed.
Facilitates change and promotes innovation	**Anticipates** and facilitates change and pursues innovation to address **current and future needs of the school**	**Effectively facilitates change** and **promotes innovation** relevant to school needs	**Manages change and supports innovation** relevant to the school community	**Has limited or no capacity** to implement change and promote innovation

Royal Bridge High School

EQUIVALENCY & CHALLENGE EXAM POLICY

Royal Bridge High School awards credits through Equivalency. For the purpose of determining equivalency, comparison of courses may be based on factors such as the following:

- Comparison of learning standards
- Comparison of general subject matter
- Comparison of depth or breadth of coverage of subject matter
- Comparison of assessment methods, instruments, and standards.

To be deemed equivalent, sufficient content should have been covered to enable the student to be successful in further learning in the content area.

In order to receive credits through equivalency, students must provide the appropriate documentation as proof of successful completion of the course.

For reporting and transcript purposes, RBHS should assign a letter grade and percentage to all credits awarded through equivalency. If the student's documents show only a letter grade or level, RBHS may choose to assign a percentage, based on the mid-point of the matching British Columbia letter grade range. RBHS may use "Transfer Standing" (TS) if it is not possible to determine a letter grade and a percentage from the documentation.
All documentation about the decision regarding the granting of TS will go into the student's file. **This will include not just the report card, but also detailed course descriptions where possible.**

Royal Bridge also awards credits through Challenge Exams. With some exceptions for international students, all students enrolled at Royal Bridge are entitled to undertake a challenge process to assess their prior learning for any Ministry-developed graduation program course offered by any B.C. board that school year, as well as any Board Authorized (BAA) course taught at Royal Bridge that school year. This entitlement to a challenge process does not apply in the following circumstances:

- The student has already challenged the course and received a passing grade
- The student has already completed the course through previous enrolment, or
- The student has already been granted equivalency for the course.

At Royal Bridge to be eligible/qualify to take a Challenge Exam, a student must:

- Show a grade of 73% or higher in previous courses in that discipline.
- Sit for a pre-exam interview to determine need and suitability.
- Sit for a post-exam interview to review the process.

All documentation and the exam will go into the student's file.

SAMPLE CHALLENGE EXAM DOCUMENT:

CALCULUS 12 CHALLENGE EXAM PREP

This is the process to be given the opportunity to take a Challenge Exam at Royal Bridge.

1. Have at least a 'B' (73%) average in math courses to date.
2. Explain why you would like to take a challenge exam versus the benefits of in-class instruction
3. Explain how a challenge exam would benefit your learning style.

BIG IDEAS

The concept of a limit is foundational to calculus.	Differential calculus develops the concept of instantaneous rate of change.	Integral calculus develops the concept of determining a product involving a continuously changing quantity over an interval.	Derivatives and integrals are inversely related

Students are expected to know the following: • functions and graphs • limits: • left and right limits • limits to infinity • continuity • differentiation: • rate of change • differentiation rules • higher order, implicit • applications (differentiation)	integration: • approximations • fundamental theorem of calculus • methods of integration • applications (integration)

BEFORE YOU ARE GIVEN YOUR STUDY MATERIALS, you must meet with Principal to discuss:

1. What have your experiences with math courses been like to date?
2. How would you describe yourself as a learner? Have you enjoyed your in-class math experiences?

<u>BEFORE YOU ARE GIVEN YOUR EXAM</u>, you must meet with Principal to discuss:

1. What was/were the BIG/KEY LEARNINGS for you after studying for this EXAM?
2. How did you feel about the process of studying for the exam?

Royal Bridge High School ELL ASSESSMENT POLICY

INITIAL ASSESSMENT

ESL Proficiency Levels

We use CMGE to assess the ESL proficiency level of all new students at Royal Bridge. The results of this testing will determine their ELL profile and will direct the level of ELL support and the courses they will take in their entry-level school year.

Admission Requirements

Students must achieve at least a **LEVEL 3** to be considered for admission at RBHS.

English Language Learner (ELL) SUPPORTS

Depending on the Level, each student will receive daily ELL teacher support.

ONGOING ASSESSMENT

Students at Levels 3 will be assessed at the end of the school year to determine course placements and support for the upcoming school year.

RECORDS

Records will be maintained and placed in the student's file.

CMGE LEVELS

Equivalents & Suggested Courses

ELL (ESL) AssessmentEquivalents*

CMGE Level	TOEFL (iBT) ETS	IELTS Cambridge	EIKEN Japan	CEFR Council of Europe	English Language Learning Standards British Columbia, Alberta, Manitoba, Ontario
Support Level 5	≥ 65	≥ 5.0	Support Level 5		
Support Level 4	53 – 64	4.6 – 5.0	Support Level 4		
Support Level 3	41 – 52	4.0 – 4.5	Support Level 3		
Support Level 2	19 – 40	2.0 – 3.0	Support Level 2		
Support Level 1	0 – 18	0 – 1.0	Support Level 1		

IELTS, TOEFL, etc. are intended for university admittance and for adult learners. CMGE levels and provincial standards are intended to be age-appropriate, elementary and secondary students.

ELL Levels and Secondary School Courses

Each CM Global English ELL level has a suggested number of ESL classes and recommended regular courses.

Most high school students in Canada and the USA, regardless of ELL ability, generally take a maximum of eight courses per school year, or four courses per semester.

LEVELS	ABILITIES	SUGGESTED COURSES
Level 1	little or no English	2 ESL courses, Mathematics and five electives
Level 2	low intermediate English	2 ESL courses, Mathematics, Sciences and electives
Level 3	upper intermediate English	2 ESL courses, Mathematics, Sciences, Socials Studies, and electives
Level 4	advanced English	1 ESL course, Mathematics, Sciences, Social Studies, Language Arts (English), and electives
Level 5	approaching fluency	no ESL courses, Mathematics, Sciences, Social Studies, Language Arts (English), and electives

Accessibility Plan

Name of Organization: **Royal Bridge High School**

Part 1. Baseline Report

A. Overview of Programs and Services

- Independent High School (Grades 10-12)
- Follows Ministry of Education and Child Care Curriculum Guidelines

B. Accessibility Achievements

- Offers instruction in a wheelchair-accessible facility.
- Trains staff and instructors to speak clearly and to ask participants how they can assist.
- Human Resources has considered how to create barrier-free hiring processes or on-the-job disability accommodations

C. Accessibility Barriers

- Registration forms are designed with 10-point font and are not offered in an alternate format, such as a large print version.
- Instructors do not know how to modify activities to accommodate persons with disabilities.
- Groups representing persons with disabilities or seniors have not been consulted to determine how inclusion could be promoted.
- Website not accessible

Part 2. Accessibility Plan

A. Statement of Commitment

Royal Bridge High School is committed to ensuring equal access and participation for people with disabilities. We are committed to treating people with disabilities in ways that allow them to maintain their dignity and independence. We believe in inclusion. We are committed to meeting the needs of people who face accessibility barriers. We will do this by identifying, removing and preventing barriers and by meeting the requirements of The Accessibility Act.

B. Policies

- RBHS will review all programs, services and new initiatives annually to ensure accessibility.
- RBHS will make information available in an accessible format or provide communication supports to people with disabilities in a way that considers their disability.

C. Actions

See **Work Plan** for examples of actions, outcomes and assigned responsibilities, budget implications and timelines.

Action 1 - Establish Accessibility Working Group	
Initiatives/Actions	**Expected Outcomes**
• Management to appoint an accessibility coordinator (Principal- Principal) • Management to establish an accessibility working group (Principal, Tina Suraci and Tina Zhang, Cherry Hu) • Accessibility coordinator to develop draft terms of reference for the working group, including purpose, timelines and membership.	• Each area of the school is represented in the working group. • Working group has detailed work plans, and multi-year timelines. • Members participate in developing, implementing and updating the Accessibility Plan.

Action 2 – Offer and provide information in an accessible format on request

Initiatives/Actions	Expected Outcomes
• Accessibility working group to develop a process for responding to requests for accessible support and services. • Accessibility coordinator to communicate the process to all staff by email. • HR to create online & in-person training on how to respond to requests. • Communications to promote the availability of alternate formats on request, by including the active offer on all new documents	• Staff are aware of alternate formats and how to make them available to prospective parents, students and visitors. • All documents created from July 2023 onward advertise the availability of alternate formats.
Action 3 – Staff Awareness and Training	
Initiatives/Actions	**Expected Outcomes**
• Management to confirm the organization's commitment to accessibility in writing, endorse the commitment at meetings and celebrate progress. • HR to offer accessibility training/awareness presentations to managers, program and frontline staff. • Accessibility working group to send emails and make presentations to managers and staff. • Management to acknowledge accessibility achievements and share information with staff in school newsletter and staff meetings	• Staff understand accessibility and supports the implementation of the plan. • Information on progress on implementing RBHS' Accessibility Plan is available to staff.

Action 4 – Monitor Progress	
Initiatives/Actions • Accessibility coordinator with assistance of working group, to track progress on challenges, and requests for accommodations with budgetary implications • Future plans and budgets to be integrated into operational plans	**Expected Outcomes** • Management is aware of progress on compliance and considers future plans. • The annual report includes a section highlighting progress on accessibility. • Accessibility Plan is posted on website and available in alternate formats.

Contact Person: **Nargiza Gilfan**
(Accessibility Coordinator)

Phone: **6044743718**

Email: nargiza@royalbridge.ca

Principal's Signature Nargiza Gilfan

Date: **SEPTEMBER 2026**

SERVICES TO STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES

A. Definition of Students with Disabilities or Diverse Abilities

A "student with disabilities or diverse abilities" is defined as a school-age student who has an impairment of an intellectual, neurodevelopmental, psychological, physical, physiological, sensory, social/emotional, or behavioural nature, or has exceptional gifts or talents.

B. Continuum of Assessment and Planning for the Diversity of Student Population

Although Royal Bridge does not register students with a designated disability, we need to recognize the process of understanding student strengths and needs to effectively plan for and support student learning in a variety of ways: observation, reviewing historical data, interviewing, consulting family and informal and formal testing and extended assessments. A variety of assessment methods should be used to inform the development of appropriate goals and planning of in-class supports. Assessment not only considers a student's current level of performance and learning style but also methods of instruction being used, characteristics of the learning environment, and the ways students demonstrate their learning.

- Reviewing
  Understanding a student's needs can be informed by reading various records with both current and historical information.

- Interviewing
  Valuable insight can be gained from talking to a variety of people, including parents and guardians, current and past teachers, other relevant service providers and students themselves.

- Observing
  Watching, listening, and examining student work and monitoring responses to instruction are all important sources of assessment information. Various tools can be used to document observations.

- Informal Assessment
  Informal assessments are an important part of the assessment process and may include a variety of quizzes, probes, and diagnostic skill inventories. Assessment methods are chosen based on a variety of factors, such as specific skills being assessed, practicality for the classroom environment, available materials, and learning styles of the student.
- Student Self-Reflection
  Using formative assessment methods to monitor students metacognitive development.

C. Parent/Guardian Engagement

Throughout the continuum of assessment and student support, the school will collaborate with parents/guardians on the learning of their student with disabilities or diverse abilities.