

# Policy & Procedure Manual

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Houston  
Christian  
School



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# GOVERNANCE

## CONFLICT OF INTEREST AND DISCLOSURE POLICY

For School Board Members, Committee Members, and Staff Members  
Adopted by the Houston Christian School Board – March 20<sup>th</sup>, 2018

### *Background*

Houston Christian School desires to have all its parents and members (supporters) involved in the school. In the areas of employment, board and committee leadership, there may arise situations of perceived and real conflict of interest or need for disclosure. To ensure a healthy school community where issues of conflict of interest may arise, it is assumed that persons who place themselves into such a situation voluntarily declare their conflict of interest, provide appropriate disclosure, and/or step aside or accept the board/committee wisdom should this happen.

This policy statement applies to all board members, committee members, and staff at Houston Christian School. Such individuals are carefully selected, and their integrity, judgment, and courage are trusted. The Board expects that no member would ever use his or her position as an employee or on a school board or committee for personal gain. To avoid any misunderstanding, however, this policy statement is promulgated and adopted.

### Policy

#### *1. Guiding Principles*

- a. Faithful stewardship in the leadership and employment of Houston Christian School demands high levels of trust in every relationship, and avoidance of the appearance of wrongdoing.
- b. Board members, committee members, and staff hold a position of trust, and as fiduciaries, have a general obligation to avoid conflict of interest situations.
- c. Board members, committee members, and staff have the duty of guiding Houston Christian School's affairs in such a manner as to achieve the objectives of Houston Christian School. Board members, committee members, and staff have a fiduciary duty to act honestly, in good faith, and in the best interest of the School and to be loyal to the School.
- d. Honesty is the first component of the fiduciary duty. This places an obligation on the board member, committee member, or staff member to disclose the entire truth and to avoid fraudulent transactions in matters pertaining to his or her office.

- e. Good faith is the second component of the fiduciary duty. Board members, committee members, and staff members must pursue the best interest of Houston Christian School and good faith and reasonableness must be demonstrated in obtaining this end. This means that a board member, committee member, or staff member may not pursue any improper purpose while acting on behalf of the School.
- f. The duty of loyalty and avoidance of conflict of interest means that a board member, committee member, and staff member must give loyalty to the School and must not subordinate the interests of the School to his or her personal interests.
- g. Even when conflicts do not exist, it is important to understand that the decisions of the Board, Committees, or Staff may affect the business or property of a board member, committee member or staff member. Social and political gain may also violate the fiduciary duty. Direct or indirect benefits to relatives, friends, and associates must be avoided.
- h. Board members, committee members and staff also have a duty of care, duty of diligence, duty of skill and duty of prudence.

## *2. Definition of a Conflict of Interest*

A conflict of interest refers to situations in which a board, committee, and / or staff member's (i.e. positions of trust) personal, professional or financial interests or those of a friend, family members, colleague or professional association might interfere with the exercise of such member's judgment and/or impair such member's ability to act in the best interest of Houston Christian School, and for which the person is morally required to either avoid or openly acknowledge.

A conflict of interest exists when a board, committee, and / or staff member has an outside interest that has the potential of being in variance with the best interests of the School. When a board, committee, and / or staff member's personal interests, whether real or perceived, could supersede or conflict with his or her dedication to the best interests of the School, a conflict arises.

The test of a conflict of interest is not just whether the board, committee, and / or staff member is actually influenced by a personal interest, but whether circumstances lend themselves to such a possibility.

Examples include:

- a. Conflicting financial interests
- b. Use of confidential information for personal gain
- c. Unauthorized disclosure of confidential information; and
- d. Use of institutional time and facilities for personal purpose or other activities

It is also recognized that the appearance of a conflict of interest, when in fact it may not exist, can still be damaging to the School.

A conflict of interest refers to situations in which a board, committee, and / or staff member may have the opportunity to influence Houston Christian School's decisions in ways that could lead to personal gain or give advantage to associates or firms in which board, committee, and / or staff members have an interest. Board, committee, and / or staff members are expected to separate their board / committee / staff and private interests in accordance with existing Houston Christian School policies, provincial law, and federal regulations.

### *3. Policy Statement*

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

- c. In the event a potential contract or transaction or existing contract or transaction that does or could present a conflict situation, as described in paragraph 3.2 is presented to the Board, the member shall:
  - i. Not participate in any way on behalf of the School in negotiation or amendment of the contract or transaction, or in the approval of the contract or transaction; and
  - ii. Promptly and fully disclose in writing the nature and extent of any financial, personal, or pecuniary interest in the contract or transaction to the Board or any other official body that has the power to approve the contract or transaction, the disclosure of which shall be made a matter of record in the Board's official proceedings.
- d. A contract or transaction referenced in paragraph 3 must be approved by a vote of not less than two-thirds (2/3) of the full Board, or of the approving body, in open session without the vote of the member making the disclosure.
- e. The Board or other official body must disclose the following summary information in its official minutes as to contracts or transactions referenced in paragraph 2:
  - i. The name of each party involved in the contract or transaction;
  - ii. The terms of the contract or transaction, including duration, financial consideration between parties, facilities or services of the entity included in the contract or transaction, and the nature and degree of assignment of employees of the School for fulfillment of the contract or transaction; and
  - iii. The nature of the member's financial, personal, or pecuniary interest.
- f. A board, committee, and / or staff member shall not engage in a transaction in which the member may profit from his or her official position or authority, or benefit financially from confidential information that the board, committee, and / or staff member has obtained or may obtain by reason of such position or authority. A board, committee, and / or staff member shall not participate on behalf of the School in the negotiation or execution of contracts or transactions, making of loans, granting of subsidies, fixing of rates, issuance of permits or certificates, or other regulation or supervision relating to a business entity (whether for profit or not-for-profit) in which the member has a financial, personal, or pecuniary interest or is an officer, director or employee.
- g. Board, Committee and / or Staff members must not give, or be perceived to give, preferential treatment to a family member or someone with whom they have a close

personal or business relationship. In some situations, past relationships could also lead to a perceived conflict of interest and should be treated as such.

- h. If a Staff member / employee is in a position where he/she could be making a decision (e.g., hiring, evaluation, discipline, promotion, reward, any other form of discretionary control, the awarding of a contract) that involves, directly or indirectly, a family member or someone with whom the employee has a close personal or business relationship, he/she must:
  - i. Disclose the potential conflict to his/her supervisor/principal
  - ii. Refer the decision to the supervisor/principal or someone designated by him/her
  - iii. Refrain from making any recommendations or conveying views related to the decision.
  - iv. In addition, if an employee is in a position of authority over a family member or a person with whom he/she has a close personal or business relationship, his/her supervisor/principal must modify the reporting relationship. The supervisor/principal may also take other measures to reduce the appearance of conflicts of interest, as necessary.

### *The Following Represent Potential for Conflict of Interest*

- 1. Board, Finance and Education Committee nominees need to identify their conflict of interest if an immediate family member is a teacher or an administrator of the school or the nominee is an employee of the school.
- 2. Board, Finance, Development and Facilities nominees need to identify their conflict of interest if any advantage is gained from this relationship. Advantage presupposes income and profit above normal expense and lack of using an objective tendering process.
- 3. Any other committees will rely on personal and board responsibility in identifying a particular conflict of interest. It is understood that these committees will have considerable latitude in selecting members and will not be subject to the above restrictions.

### *Board Responsibility*



The Board has the responsibility for determining whether a particular nominee's potential conflict of interest disqualifies them from serving on the Board of Directors or the aforementioned Committees.

## ***Appendix A***

### ***CONFLICT OF INTEREST STATEMENT***

I have read and understand this Conflict of Interest and Disclosure Policy. There are no present or potential future conflicts of interests other than those listed below. I have observed, and will continue to observe, the Conflict of Interest and Disclosure Policy carefully.

Date:

Signature:

Printed Name:

DISCLOSURE(S):

(Indicate 'none' if applicable; otherwise, please give a brief explanation of the conflict)

Mission Statement:

***Educate, Engage, Equip... to the Glory of God.***

- We are committed, in faith, to a world and life view which is Reformed in emphasis and character, solidly rooted in God's infallible Word.
- We especially recognize the need for home, church, and school to work together in enabling students to apply Biblical values to all areas of life.
- We aim to provide a secure environment in which students are able to develop academically, spiritually, physically, socially, artistically and emotionally.
- We recognize the uniqueness of each student and encourage them to develop their varied gifts to the glory of God.
- We want our children to be equipped with discernment and confidence, to be committed to stewardship, and to increase their desire to imitate Christ, so that through the power of the Holy Spirit they will work towards transforming society rather than conforming to it.

CODE OF CONDUCT: WALKING IN GRACE AND TRUTH

(See next two pages)

	<b>All Settings</b>	<b>Classroom</b>	<b>Playground</b>
<b>G</b> ratitude I will...	Give thanks in all circumstances Count my blessings Be open to wonder Delight in God's gifts	Make the most of my opportunity to learn and contribute my gifts	Share joy Build relationships Cherish the time to play and rest
<b>R</b> espect I will...	Consider others before self Contribute to a positive environment Be welcoming Respect authority Exercise good manners Respect others' space	Be on time and prepared Follow classroom rules Contribute to a great learning environment Keep my area tidy Maintain and improve my classroom	Take turns Share ideas Follow rules Use gentle contact Care for creation
<b>A</b> marazing Grace I will...	Confess my mistakes Forgive as Jesus calls Let go of resentment Be kind & compassionate Be an authentic person	Help & mentor others Offer encouragement Work hard to God's glory	Celebrate creation Include others Turn the other cheek Apologize & forgive Refrain from unnecessary tattling
<b>C</b> ommunity-Building I will...	Be encouraging Support a unified spirit Use my gifts Be a peacemaker Display a servant heart Greet others Think before I speak	Support learning Value others' input Work with others Foster others' gifts	Be a positive presence Include others Play fair Be a peacemaker
<b>E</b> ngaged I will...	Participate fully Bring my best Strive for goals	Attend faithfully Listen actively Do my best work Agree to try new things	Be a positive presence Seek out the lonely Share joy

<b>Hallways</b>	<b>Assemblies</b>	<b>Online</b>	<b>Off Campus</b>
Build relationships  Be a positive presence during breaks	Acknowledge the Giver of all gifts  Give thanks to God in song and prayer  Listen respectfully	Use the gift of technology in a God-honouring way  Celebrate the ways technology can expand my world in appropriate ways	Make the most of the opportunity and be a positive presence
Treat all property with care  Use uplifting language  Be quiet when classes are in session	Give honour to God  Be a good role model  Show appreciation for presenters	Use language I would feel comfortable saying in person  Willingly put device away when asked  Preserve the dignity of others	Exercise good manners  Respect authority  Care for creation  Follow rules
Get to know others  Build others up	Thank God for His love  Use my gifts to glorify God  Build my relationship with God	Support good choices by others  Discourage poor choices by others  Be considerate of others when using technology	Practice the Fruit of the Spirit  Be respectful of others  Be a living testimony to God
Be a positive presence  Acknowledge others  Stretch my comfort zone to reach out  Smile & use names	Contribute to the success of the event with attentiveness, participation, and respect for the occasion	Conduct myself in a Christ-like manner in all I view, 'like' and post	Contribute to the success of the outing in all I say and do
Be a positive presence  Make eye contact  Acknowledge others  Share kind words	Join in worship  Listen attentively	Use technology appropriately to improve my learning as allowed	Make the most of the opportunity to learn, explore, play, and/or work.

## Good Schooling—Four Routines

### 1. Make School Attendance a top priority

Missing classes and coming late disrupts learning and classroom procedures. Miss school only as a last resort. Secondary students must be sitting in their desks before the bell sounds.

### 2. Bring the Right Things

Bring the correct materials, such as textbooks, notebooks, completed homework, and writing instruments for each subject area. Keep careful track of your belongings and the school's textbooks; many are worth as much as \$100 or more.

### 3. Do the Right Activities

Do schoolwork and complete assignments on time. Do homework...without fail. Effective learning also needs class participation. Give class discussions a lot of energy. In the evenings, study, review and make additional notes on the topics covered. Use wise study skills.

Students must do the school activities assigned by each teacher. For example, students must participate in the lesson, do the quiz, and complete the assignment. There are no automatic releases from that obligation because of arriving late, being absent or any other reason. Only the teacher can release students from their academic obligations. An absent student should check with a classmate about the academic obligations for the next day.

In general, students need to keep good records of assignments and upcoming assessments. *School agendas* can help do that.

### 4. Develop the Right Attitude

The HCS Code of Conduct was written to encompass our values and our unique Christ-centered HCS culture. Displaying gratitude, exhibiting respect, and striving for engagement in all HCS settings builds our community and allows us to experience lives infused with God's Amazing Grace to the fullest. Following the points in the G.R.A.C.E acronym will stretch us to live the Kingdom story to the glory of our God.

## **Lunch Break**

Lunch is to be eaten in the classroom during a 15-minute time frame. Any remaining food is to be eaten outside. Teachers will maintain a presence in the room during this eating period.

## **Reporting to Parents**

Student progress will be formally reported to parents three times during the year with report cards. Additional contact will be made via text, email or conversations as necessary. Students, teachers and parents strive to work together so that each student can make effective progress. In addition, Parent- Teacher Conferences will be held in the fall and Student-Led Conferences in the new year.

## **Telephone**

Students will not be permitted to make arrangements to visit friends with the office telephone. Teachers and office staff will grant permission for students to use the office telephone only when deemed appropriate. Elementary students are not to use the telephone in the foyer without permission of a teacher.

## **School Functions**

All of the school rules, and punishments associated with those rules, will apply to all school functions, including school sponsored extracurricular activities, and school activities held off school property.

## **Field Trips**

At the beginning of each year, families will be asked to sign a general permission slip. This covers most of the field trips in which your children will participate as part of their learning experience. Field trips deemed to be “higher risk”, i.e. climbing a mountain or walking near fast flowing water, will require an additional signed permission slip. Parents will be informed as to when and where classes are going as these events unfold.

## **Electronic Devices**

Elementary students are not permitted to bring electronic devices to school. (Any exception to this rule would need to be agreed upon by Admin. and parents.)

## **Shoes**

Outside shoes must be removed when entering the school and placed on the shelves in the boot room. All students must keep a pair of non-marking indoor shoes, suitable for PE classes, at school for the year.

## **Fire Drills/Emergency Procedures**

Fire drills and other emergency drills will be practiced regularly.

These include:

- Fire (6 annually)
- Earthquake (3 annually)
- Lockdown (2 annually)
- Evacuation, and
- Bus Evacuations.

When signaled to do so, students are to exit the room and building in a calm and orderly manner and to obey the instructions provided by the teacher. If required to evacuate the premises, students will walk to the Christian Reformed Church.

The office administrator will update the classroom emergency response plans and student roll call sheets in each classroom once a semester.

The school principal will keep a log of all drills performed in a school year.

## **Weapons**

Houston Christian School opposes any involvement with weapons on school property or at school functions. Students involved with weapons or any item that could be construed as a weapon may be suspended from school for twenty days, more or less, depending on the nature and seriousness of the circumstances. The Board may also consider expulsion. Depending on the severity of the weapon, the RCMP may be contacted and involved.

## **Textbooks**

The school will lend students the required textbooks for each course but expects students to take good care of them since a textbook can cost up to \$100. A textbook is normally expected to last at least five years. Damages to textbooks may incur charges.

## **Medications**

No medications will be administered to students without permission from parents. For any long-term medications needing to be administered at school, written direction from a medical doctor needs to be provided for the school to be placed in the student file.

## **Communication**

School news is shared weekly through “Branches,” a school newsletter.

The school has a school app that is used to share information and to



communicate reminders.

The school also has Facebook and Instagram accounts used to celebrate school events, and share school updates with parents and the school community.

## **Sexual Harassment**

All students and all school employees are expected to conduct themselves with respect for the dignity of others.

Sexual harassment includes making unwelcome sexual advances, engaging in improper physical contact, making improper sexual comments or otherwise creating an intimidating, hostile or offensive school environment.

Students should report inappropriate student conduct or contact to a staff member, principal or parent.

If there are concerns about the conduct or physical contact of an adult employed by the school or by a member of the public, students should immediately report this concern to a trusted staff adult.

## Elementary School: Kindergarten – Grade Six

Welcome to Houston Christian School! It is our prayer that your years in Grades K-6 will be pleasant, that the days and weeks will be filled with the satisfaction of learning, with the growth of friendship, with the sounds of singing and that you will sense how much God loves you.

Students are required to attend school except for illness or other legitimate reasons as determined by parents. Parents are asked to call the school when students will be absent. The reason for the absence (i.e. illness, medical appointment, vacation etc.) must be recorded on the ministry website.

### **Entering the School**

The doors will be opened for students to come into school at 8:25 a.m. On cold winter days when the temperature is below -20°, students will be permitted to wait in the entrance for school to begin.

### **On the Playground**

Recess and noon-hours are enjoyable times for most students. It is essential for all to be familiar with the behavioral expectations laid out in the HCS Code of Conduct so that delight may be experienced by all during these times of play and interaction outdoors.

Once at school, students must not leave the school grounds until it is time to go home. Elementary students are not permitted to go to nearby stores at recess, noon-hour or while waiting for the bus or ride home.

### **Supervision**

A minimum of one adult staff member will be present on the playground during all outdoor breaks. Additional supervision will be provided as needed.

Behavioral expectations follow the HCS Code of Conduct. It should be noted that official playground supervision begins at 8:10 and there is no one on duty before that time.

Teachers may communicate with parents through newsletters or text memos describing classroom routines, units the class is studying and upcoming projects. This serves as a way for teachers to inform parents of special events, needs, or concerns.

### **Shoes**

Outside shoes must be removed when entering the school and placed on the shelves in the boot rooms. All students must keep a pair of non-marking indoor shoes,

suitable for PE classes, at school for the year. They are to be hung on coat hooks at the end of each day.

## **Parking Lot Safety**

We must all do our part to ensure everyone arrives and departs the school grounds in a safe manner. Vehicle speed must not exceed the school zone speed of 30km/hr.

Elementary students are to enter and exit the school grounds through the opening into the fenced area by the office entrance at the front of the school or by the basketball court in the back lane. Bus students and those walking towards the high school entrance must remain behind the logs, close to the school.

When parking to pick up students after school, parents are asked to **back in** their vehicles. Students must remain behind the fence or logs until their vehicle has come to a complete stop and it is safe to navigate a direct path to their vehicle

## **Bus Safety**

When a school bus is present with the STOP sign out and/or red lights flashing, anyone driving in either direction **must stop**, regardless of which direction the students are assumed to be heading. This is required by BC law.

An assigned staff member will be on bus duty each day. Students must be checked off on the list as they exit the school grounds and board their bus. As a general rule, students who are not on the bus route list will not be permitted to ride the bus, as per School District 54 rules.

# High School: Grade Seven – Grade Twelve

## **Admission to Building**

Except in inclement weather, students in grades 7-8 may only enter the building after 8:20 am and students in grades 9-12 may enter only after 8:00 am.

## **Attendance**

Students are required to attend school regularly. Students are expected to catch up with missed work. It is polite to ask teachers for assignments before being absent—but note that teachers are not required to provide such work and the responsibility to catch up on missed work belongs to the students.

Students that do not complete missed work may be sent to lunch Study Hall or receive a zero on the assignment at the end of the term. This will affect their overall scores.

## **Student Vehicles**

Driving to school and parking at school is a privilege for students. Student driving practices must comply with the stipulations of the Government of BC, including “new driver” restrictions. Students bringing cars or trucks to school must park them on the north side of the secondary entrance. Vehicles should be **backed** into the parking area so that departures are safer at the end of the school day. Students must drive slowly when entering or exiting the parking area as young children are around.

## **Student Visitors**

Non-school visitors must report to the office upon arrival on campus. Students with out-of-town guests may seek permission to have their guest attend classes for a day.

## **Lunch Break**

Grade 7/8 students must remain on campus during lunch break. Gr. 9/10 students should generally remain on campus as well but may go to either store next to the school. Students must stay on the west side of Mountainview Road. Students in Gr. 11 & 12, however, may leave the school grounds at noon. Students are to sign out at the office if they are leaving campus during scheduled class times, including spares.

## **Courses and Course Selection**

Students in grades 7-10 must take the classes presented in the course schedule. Students in Gr. 7 and 8 are required to take French and Fine Arts by provincial policy unless an Individual Education Plan is on file in the Admin. office.

Gr. 11 & 12 students will be asked to make course selections for the following school year from a list of choices presented in the spring. The course list will vary from year to year as student interests and teacher expertise change. Of the courses offered, only those with sufficient student enrolment for the following year will be taught. It is possible for a student to enroll in a trades program while in school. A student accepted to that program is able to have his or her hours at work count for both credit towards high school graduation and credit towards the completion of apprenticeship requirements. To gain the benefit of the program, the student needs a job under the supervision of a journeyman apprentice. Ask the Admin. Team for further information.

## **Graduation Requirements**

In order to meet graduation requirements and be awarded a British Columbia Certificate of Graduation (Dogwood), students must earn a minimum of 80 credits to graduate. These must include 48 credits for required courses, a minimum of 28 elective credits —16 credits must be at the Grade 12 level.

## **Required Courses:**

Credits must be earned in the following subject areas:

- a Language Arts 10 (4 credits)
- a Language Arts 11 (4 credits)
- a Language Arts 12 (4 credits)
- a Social Studies 10 (4 credits)
- a Social Studies 11 (4 credits)
- a Mathematics 10 (4 credits)
- a Mathematics 11 or 12 (4 credits)
- a Science 10 (4 credits)
- a Science 11 or 12 (4 credits)
- a Physical and Health Education 10 (4 credits)
- an Arts Education and/or an Applied Design, Skill and Technologies 10, 11, or 12 (4 credits)
- Career Life Education (4 credits)
- Career Life Connections (4 credits)
- Indigenous Focused Course 11 or 12 (4 credits)
- 28 elective credits

In addition, the board of Houston Christian School requires all students to earn credits in Bible 10, Bible 11 and Bible 12.

## **Distance Education Courses**

Taking distance education courses requires the approval of the Admin. Team and parents. The student needs to make a “promise of performance” concerning course completion.

## **Instructional Services**

The goal of the secondary teachers is to provide students with sufficient instruction, help and encouragement in an effort to enable them to pass the courses and successfully complete the school year. Students must take responsibility for using the resources and services available at Houston Christian School.

## **Supplies**

Regular supplies (paper, pens, pencils, rulers, etc.) are not provided by the school for high school students. Certain courses have certain requirements. Check with the teacher as to specific supplies for that course.

## **Lockers/Locks**

Students will be assigned lockers at the beginning of the school year. Lockers need to be closed and the administration recommends that students lock their lockers with a combination lock, as the school is not responsible for lost, damaged or stolen items. The combination must be submitted to the office.

Lockers are the property of the school and the school administration reserves the right to inspect a locker without notice.

## **Lateness**

Missing classes and coming late disrupts learning and classroom procedures. Arrive ahead of the bell. If you are late, students must check in at the office and receive a late slip that will be marked either excused or unexcused to be handed to the teacher.

## Additional Educational Support Services

Houston Christian School seeks to meet the needs of a wide variety of student learning challenges and other areas of potential difficulty through various additional programs. These programs may vary from year to year depending on staff availability. When teachers notice that a student is struggling in a particular area, they reach out to the various staff members involved with these specialized supports. At this time, an assessment may be done with the student one-on-one and should additional support be deemed necessary, arrangements will be made to fit this student into the program as time and scheduling constraints allow. At this point, when a student has been deemed in need of additional support measures, the family will be made aware of the assessment results and the proposed plan moving forward to provide the necessary support. Some of the programs we are pleased to offer at Houston Christian School include the following:

1. Vantage Vision & Reading Support
2. Speech & Language Support
3. Learning Assistance (1 on 1 and small group)
4. Zones of Regulation Support

When needs beyond the scope of our skill set are observed, parents will be consulted regarding the possibility of making a referral to an outside agency. This might include things such as an occupational therapy assessment or a speech language pathology consult.

## Physical Education and Athletic Program

The Physical Education program aims to have students develop and maintain physical fitness and good health. As well, students will be taught to learn and enjoy a variety of games and sports. Physical Education courses focus on physical health and fitness; skill development; and understanding, participating in and enjoying games.

The largest part of a student's mark is derived from attitude, effort and understanding the activities. (A few written tests are involved in measuring the level of understanding in older grades.) A small portion of the mark is derived from individual skill levels.

Students must have proper clothes for active participation: good athletic shoes for indoor use, athletic style shorts (no cutoffs) or sweat pants/tear always and a t-shirt/sweat shirt (not sleeveless).

Failure to have these clothes for class will result in a "U" for being unprepared.

Students must change before and after PE classes-the same clothes may not be worn for both PE class and other classes. HCS athletic uniforms are not to be worn except for games.

Students unable to participate in a specific class due to injury or illness need to bring a note from a parent *prior* to class. Alternate activities or a written assignment will be given.

### **Gym Use**

Student activities in the gym require teacher permission and supervision. Proper footwear is required at all times. The four emergency exit doors are for emergencies, not for cooling the gym or for leaving the building. An alarm will go off if they are opened.

Both elementary and secondary students use the gymnasium during regular school time, during noon-hours and after school. Schedules are made to ensure a reasonable equity. Students must not assume any rights for using the gym, especially during noon hours and after school. Common courtesy, respectfulness and generous spirits help maintain a good atmosphere for everyone.



## ***Athletic Participation Policy***

The goals and guidelines of the inter-school athletic program are

- to provide opportunities to develop and practice athletic skills in competitive situations.
- to provide opportunities for advanced skill development.
- to provide opportunities to develop as “team players.”
- to provide opportunities to develop and practice Christian witnessing in competitive situations.

### ***To participate in our athletic program a student must:***

- Be registered and attend Houston Christian School. Players must join teams at the beginning of the IEAson and be committed to practicing and playing the entire IEAson. (Quitting requires parental consent and may result in the loss of future athletic privileges.
- Respect the referees and officials... even if calls are wrong.
- Respect the coach. (He or she volunteers a lot of time and intensity.)
- Respect team-mates during practices and games.
- Attend all practices and games and participate fully in all parts of practice, both exercise and skill building.
- To participate in games and practices, students must be in school for at least the afternoon, unless excused by the coach.
- Wear a complete school uniform to all games. Lost or damaged uniforms will be replaced at the student’s expense.
- Practice and play with enthusiasm, earnestness and intensity.
- Maintain an adequate academic standing.
- Accept playing time assignment with grace. (cf., Playing Time Policy)

## OPERATIONS POLICIES

### ADMISSIONS POLICY

#### *Background*

Houston Christian School exists to educate children of Christian parents, guardians or their custodians. The home, church and school of such children must work harmoniously to achieve the larger purpose of education. Prospective parents must, therefore, want their children to be educated in accordance with the constitution of The Christian School Society of Houston.

#### *Policy*

Houston Christian School welcomes children from church-going, Christian parents or guardians and will make its educational program available to those meeting the admission requirements and paying the appropriate tuition fees.

#### *Guidelines*

1. Parents applying for the admission of their children will be provided with the school's basis, purpose and vision. It will be explained that at least one parent must attend a Christian church on a regular basis. A tour of the school and its programs will be provided and, if the parents wish to continue the application process, they will be given an Application for Admission form.
2. Parents new to Houston Christian School or parents re-applying after an absence of more than three years must complete full admission process to have their children re-enrolled. Parents seeking to enroll their children after an absence of less than three years will need to complete the full process only if their religious convictions or practices have changed.
3. The board will normally accept applications for Kindergarten and Grade 1 only for those students who will reach five and six years respectively by December 31 of the year of enrolment. If unusual circumstances lead to accepting an underage child, parents must pay the equivalent of the government grant in addition to the regular tuition fees.
4. The board must determine that it can provide each applying student a suitable educational program since the school does not have the resources to provide educational programs for all possible special needs.
5. While the principal has the final authority for placing students in a specific grade, placements will be carefully discussed with parents. Appropriate tests will be given to make the possibilities clear.
6. Students admitted to the school but whose conduct conflicts with the school's Christian character and program, may be summarily asked to leave and may be permanently expelled by the board.

#### *Procedures*

1. On receipt of a completed Application for Admission, the principal will review the student's previous schooling and schedule and interview with the Admission Committee (board president and school principal).
2. The Admission Committee will make a proposal about the application to the board.

- a. The next board meeting will usually decide on the application; in cases of urgency, a decision may be achieved through telephone calls or digital communication (i.e., email) amongst board members. The board decision will include:
  - i. A decision on the acceptability of the family's Christian character
  - ii. A decision on the school's ability to education the child
  - iii. A decision as to whether the student can be enrolled or is to be placed on a waiting list. If the number of applicants for a class exceeds the number of places, the first choice for enrolment will be given to parents re-enrolling from the previous year, secondly to applicants from families of churches supporting the school and thirdly from members of other churches.
3. The board will charge additional fees (above the normal tuition fee) for international students whose parents are not Canadian citizens or landed immigrants.
4. A follow up conversation will take place within one to three months of a new family's first child attending the school between a parent/guardian and a school representative.
5. The board's approval for admission is for an initial three-month probationary period. Students unable to perform satisfactorily may be dismissed summarily.
6. On completion of the probationary period, parents new to the school will be invited to apply for full or associate membership. A statement showing agreement with the constitution, objectives and by-laws of the school will be sent to them to declare applicants as full voting members of The Christian School Society of Houston; they may declare applicants to be associate non-voting members; or they may reject the application for membership.
7. Associate member may re-apply for voting membership in subsequent school years.

## HOME SCHOOL STUDENT REGISTRATION POLICY

Houston Christian School may register homeschooled children who are residents of British Columbia and have successfully completed the HCS application process.

1. Proof of residency and Canadian citizenship, such as a BC address and birth certificate, is required for a family to register a homeschooled student through HCS.
2. HCS will maintain a Permanent Student Record (PSR) for registered homeschooled students and mark them in the inclusions section with the notation "homeschooled."
3. HCS will provide support and resources to assist homeschooled students in pursuing their educational programs.
4. The school principal shall provide, free of charge, evaluation and assessment services to registered homeschooled children or their parents, equivalent to those offered to students enrolled at HCS. HCS will facilitate registered homeschooled students in completing their Grade 10 and 12 numeracy and literacy exams.
5. The school principal may loan educational and learning materials to parents of registered homeschooled children that are sufficient to support the child's educational program. A deposit may be required for the loan of such materials.
6. Registered homeschooled students may be invited to participate in the school library, sports teams, and other extracurricular activities appropriate to their grade and age level.

### *Background*

The constitution of The Christian School Society of Houston requires the board to “obtain funds for the operation of the Society by any such means as are consistent with the basis of the society... in particular, tuition fees and pledges from members and associate members.” This requirement has been reasonably accomplished during the many years of the school’s operation. It is the responsibility of parents to pay the tuition fees set by the annual general meeting in May. Tuition fees must be paid in full unless financial assistance procedures have been concluded.

### *Policy*

Houston Christian School welcomes children from Christian parents and makes its educational program available to those meeting the admission requirements and paying the established tuition fees or those paying the tuition fee negotiated with the board.

### *Guidelines*

1. Parents must apply for initial admission to the school according to the admission policy and complete re-enrollment procedures as established from time to time.
2. Parents are encouraged to pay tuition fees by an “automatic transfer” method with the local bank or credit union. Lump sum payments and other regular methods of payment are also welcome.
3. Parents experiencing financial difficulties due to illness, accident or other unforeseeable events should contact the school accountant or board treasurer.
4. Parents with limited financial means are invited and urged to meet with the board treasurer or finance committee to develop a tuition fee according to financial needs.
5. Parents whose tuition fee payments fall far into arrears and who fail to make a further agreement with the board regarding payments, will in time be required to withdraw their children from the school.
6. Re-enrollment for next school year will be suspended if tuition fees remain owing or if no agreement for payment of outstanding fees is reached by September 1<sup>st</sup>.
7. School records will not be transferred to other educational institutions until arrears have been paid or until an agreement for payment of outstanding fees is reached.
8. Payments on accounts in arrears will first be applied to interest on arrears and secondly to the oldest outstanding balance.

### ***Procedures for regular payment***

1. Parents wishing to enroll their children in the school will be provided an Application for Admission and invited to meet with the Admission Committee. The committee will give its recommendation for admission to the board for decision.
2. Parents must pay one month's tuition fee within the student's first month of enrollment.
3. Parents must pay subsequent tuition fees monthly on the date that they specify.

### ***Procedures for delinquent accounts***

1. Parents experiencing financial difficulty must contact the school accountant or board treasurer to initiate alternate arrangements or to establish special tuition agreements.
2. The school accountant will remind parents by telephone within ten days after the month end if tuition fees have not been paid.
3. The school accountant will telephone parents with tuition fees more than 30 days in arrears and record the major details of the conversation on the parent's tuition record.
4. The school accountant will mail a letter of reminder to parents with tuition fees more than 60 days in arrears and attach a copy of the letter to the parent's tuition record.
5. The board treasurer will mail a letter informing parents with tuition fees more than 90 days in arrears explaining that they will be required to withdraw their children in 30 days unless payment is made or an agreement for payment reached.
6. The board secretary will mail a registered letter to parents who have tuition fees more than 120 days in arrears and who have not reached an agreement for payment informing them that their children must be withdrawn from school at the next school break (e.g., end of report card period, Christmas break, Easter break).
7. The board will determine any further steps for collecting unpaid tuition fees.

## PROTECTION OF PRIVACY POLICY FOR PARENTS AND STUDENTS

### **Personal Information Protection Act**

#### **The School's Commitment**

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

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

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

## Ten Privacy Principles

As part of Houston Christian School's commitment, the Nine 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 Houston Christian School's compliance with the principles.

### *Definitions*

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

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

"Parent" means the parent, guardian or other legal representative of a student. "Student" means a prospective, current or past student of Houston Christian School.

## 1. Accountability

Houston Christian 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 is the Privacy and Information Sharing Officer of the school.

School Privacy and Information Sharing Officer: Ron Donkersloot

You may contact our Privacy Officer as follows:

Houston Christian School

Attention: Privacy Officer

Address: Box 237

Phone: 250-845-7736

Email: [r.donkersloot@houstonchristianschool.ca](mailto:r.donkersloot@houstonchristianschool.ca)

## 2. Identifying Purposes

Houston Christian School will, before or at the time personal information is collected, identify the purposes for which the information is collected, used and disclosed.

What Information is Collected?

Houston Christian School collects and uses personal information to provide students with the best possible educational services enunciated by the Mission statement of the school. Most of the information the school collects, comes to the school directly from parents and students or is information regarding the student's school activities, performance or behaviour, such as attendance records or grades. For example, when a student applies to register in the school, the school will ask you to provide the information that enables it to complete the registration

process. This also includes information on academic, health, and personal matters needed by the school to provide the best possible education and co-curricular programs. Houston Christian School also collects information in connection with the use of its computer systems.

### 3. Consent

Houston Christian School will obtain consent of the individual for the collection, use or disclosure of personal information except where the law states exemptions, grants permission, or creates a requirement for collection, use or disclosure of personal information.

Requirements for consent to collection, use or disclosure of personal information vary depending on circumstances and on the type of personal information that is intended to be collected, used or disclosed. In determining whether consent is required and, if so, what form of consent is appropriate, Houston Christian School will take into account both the sensitivity of the personal information and the purposes for which Houston Christian School will use the information. Consent may be express, implied (including through use of “opt-out” consent where appropriate) or deemed. For example, if an individual provides his/her mailing address and requests information regarding a particular service, consent to use the address to provide the requested information may be implied.

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

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

### 4. Limiting Collection

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

### 5. Use, Disclosure and Retention

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

#### *How is Information used?*

Houston Christian School uses personal information as follows:

- to communicate with parents and students, process applications and ultimately to provide students with the educational services and co-curricular programs you expect.

- to enable the school to operate its administrative function, including payment of school fees and maintenance of non-educational school programs including parent and volunteer participation and fundraising.
- health, psychological, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services.

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

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

#### When May Information be Disclosed?

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

##### a. When Authorized by You

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

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

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

##### b. 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.

##### c. 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 Houston Christian School, the school sometimes contacts outside organizations to perform specialized services such as printing, student assessments, market research or data processing. [For example, the school gives its 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 Houston Christian School takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

#### **Restricting Sharing Information**

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

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

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

## **6. Accuracy**

Houston Christian School will take appropriate steps to ensure that personal information collected by Houston Christian 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 Houston Christian School, request that Houston Christian School correct an error or omission in any personal information that is under Houston Christian School's control and Houston Christian 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.

## **7. Safeguarding Personal Information**

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

#### ***The School's Employees***

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

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

#### *Student Files*

Student files are stored in secured filing cabinets. Access is restricted to only those employees (teachers, teacher-aides, counsellors, 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.

## 8. Openness

Houston Christian School will make information available to individuals concerning the policies and practices that apply to the management of personal information.

Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officer of Houston Christian School.

## 9. Individual Access

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

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

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

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

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

## 10. Complaint Process

Individuals may question compliance with the above principles.

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 requested to use the school's complaint procedure and appeals policies.

## Personal Information Protection Act

### The School's Commitment

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

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

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

## Ten Privacy Principles

As part of Houston Christian School's commitment, the Nine 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 Houston Christian School's compliance with the principles.

### *Definitions*

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

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

### 1. Accountability

Houston Christian 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 is the Privacy Officer of the school.

You may contact our Privacy Officer as follows:

Houston Christian School  
Attention: Privacy Officers and Principal  
Address: Box 237  
Phone: 250-845-7736  
Email: [r.donkersloot@houstonchristianschool.ca](mailto:r.donkersloot@houstonchristianschool.ca), [t.shane@houstonchristianschool.ca](mailto:t.shane@houstonchristianschool.ca)

## 2. Identifying Purposes

Houston Christian School will, before or at the time personal information is collected, identify the purposes for which the information is collected, used and disclosed.

What Information is Collected, Used and Disclosed?

### Employees

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

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

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

### Volunteers

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

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

- information collected, used and disclosed in the recruiting process including information on resumes and application forms (contact information, personal and professional history, qualifications) and information collected from any references;

- information related to the volunteer's services, including availability, schedule, duties, reviews, and related notes and memorandums and documentation related to volunteer qualifications (professional or technical qualifications)

### 3. Consent

Requirements for consent to collection, use or disclosure of personal information vary depending on circumstances and on the type of personal information that is intended to be collected, used or disclosed. In determining whether consent is required and, if so, what form of consent is appropriate, Houston Christian School will take into account both the sensitivity of the personal information and the purposes for which Houston Christian School will use the information. Consent may be express, implied (including through use of "opt-out" consent where appropriate) or deemed.

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

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

### 4. Limiting Collection

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

### 5. Use, Disclosure and Retention

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

#### *How is Information used?*

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

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

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

### *When May Information be Disclosed?*

Houston Christian School may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law.

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

- government departments, bodies and agencies such as Canada Customs and Revenue Agency, Workers Compensation Board, Ministry of Education;
- payroll outsourcers;
- financial institutions for payroll related purposes;
- insurance companies, benefit, group RRSP and pension plan administrators for enrolment in and administration of benefits, plans and claims;
- teacher certification information as per form I-2001 filed with the Ministry of Education;
- advisors to Houston Christian School including accountants, lawyers and consultants;
- [foundations / any related entities] of [ABC School] as reasonably required by the operations of [ABC School] and the [foundation and related entity];
- when required or permitted by law.

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

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

### *Outside Service Suppliers*

At Houston Christian School, the school sometimes contacts outside organizations to perform specialized services such as printing, payroll services, market reIEArch 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 Houston Christian School takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

### *Restricting Sharing Information*

If an individual wishes to limit the sharing of personal information as permitted by law, the individual must submit to the Privacy Officer a written letter specifying which items of personal information are to be limited and to whom these items are to be restricted. The Privacy Officer will advise the individual whether the requested information can be restricted in the manner requested.

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

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

## **6. Accuracy**

Houston Christian School will take appropriate steps to ensure that personal information collected by Houston Christian 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 Houston Christian School, request that Houston Christian School correct an error or omission in any personal information that is under Houston Christian School's control and Houston Christian 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.

## **7. Safeguarding Personal Information**

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

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

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

### *Employee Files*

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

### *Electronic Security*

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

## **8. Openness**

Houston Christian School will make information available to individuals concerning the policies and practices that apply to the management of personal information.

Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officer of Houston Christian School.

## 9. Individual Access

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

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

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

## 10. Complaint Process

Individuals may question compliance with the above principles. Questions, concerns, and complaints about privacy, confidentiality and personal information handling policies and practices of the school should be directed to the school's Privacy Officer.

## STUDENT RECORDS REQUIREMENTS AND BEST PRACTICES POLICY

Updated January, 2022

### ***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.

Houston Christian 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.

Houston Christian School will:

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

### **2. Definitions and Student Record Components**

#### **2.1 Elements of the Student Record:**

- a. The Permanent Student Record (PSR), as defined in the Students Records Order (I 1/07):
- b. Form 1704, PSB 048 (revised 1997) completed according to the Permanent Student Record Instructions that are effective at the time of completion; and

- c. Student Progress Reports for the two most recent years or an official transcript of grades;
- d. All documents listed as inclusions on Form 1704. See
  - i. Form A, verifying the information about the student's parent or guardian in respect of students eligible for funding (see Appendix I);
  - ii. A copy of the student's current Student Learning Plan, if any; and
  - iii. 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:

- a. 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;
- b. Court orders as indicated by the legal alert checkbox;
  - i. Other legal documents, e.g. name change or immigration document;
  - ii. Support services information (e.g. psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities)
  - iii. Current IEP and/or Case Management Plan (CMP) where applicable; and
  - iv. Notification of a student being home schooled.

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

- i. Records of information which an educator deems relevant and important to the educational program of the student;
- ii. Award information; and
- iii. Standardized test scores (if deemed relevant and important to the educational program of the student).

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

## 2.3 Student File

- a. 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);
  - ii. Legal name of child – verify the original and file a photocopy or scanned copy of birth certificate or similar legitimate identification document;
  - iii. Official name(s) of parent(s) or guardian(s) with home and work contact information; and
  - iv. Verification that parent/guardian is legally admitted to Canada and a resident of BC (see Appendix I, Form A, used to collect this information);
  - v. Care Card number;
  - vi. Emergency contact numbers;
  - vii. Doctor's name and contact information;

- viii. Previous Student Progress Reports (other than the two most recent years required in the PSR);
- ix. Serious discipline reports (e.g. copies of letters to parents/guardians regarding discipline matters and corrective actions taken);
- x. Reports of important meetings/discussions relating to the student; and
- xi. Standardized test scores, records of information which an educator deems relevant and important to the educational program of the student, and award information IF NOT listed as inclusions on the PSR (see section 2.2 above).

#### 2.4 Sensitive Student Information.

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

- a. Psychiatric reports;
- b. Family assessments;
- c. Referrals to or reports from school arranged counselling services; or
- d. 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:

- a. Updating the PSR Form 1704 as information changes and the student progresses through the system;
- b. 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
- c. 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:

- a. Student Records – Active Students
  - i. 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.
  - ii. The school authority protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks. Procedures for such protection are outlined in sections 5 and 6 below.
  - iii. 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.
- iv. Student Records – Inactive Students
- v. 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.

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

b. Student Files – Active Students

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

c. Student Files – Inactive Students

- i. 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.
- ii. The archived Student Records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the administration or designate.
- iii. The lead administrator or designate is responsible for determining the relevancy of the contents in Student Records before being archived.

### 3.3 Currency of Student Records

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

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

### 3.4 Security of Student Information Off Campus

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

### 3.5 Handling of Sensitive Student Information

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

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

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

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

#### ***4. Use of Student Personal Information***

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

##### ***4.1***

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

##### ***4.2***

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

##### ***4.3***

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

#### ***5. Access to and Disclosure of Student Records***

- a. A student (capable of exercising PIPA rights) and a parent/legal guardian of a student is permitted (unless restricted by a court order) to:
  - i. Examine the Student Record and Student File kept by a school authority pertaining to that student, while accompanied by the lead administrator or designate to interpret the records; and
  - ii. Receive a copy of any student record upon request. The school authority reserves the right to recover the direct cost of copying records.
- b. An entitled person may access and verify personal information in the Student Record and Student File pertaining to the particular student with appropriate notice to the school administration. Access will be provided during school hours.
- c. In addition to parents/guardians and students, access to a Student Record or Student File will only be granted, upon assurance of confidentiality, to professionals who are planning for or delivering education, health, social or other support services to that student. (Consent not required for record access.)
- d. 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.

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

## ***6. Transfer of Student Records***

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

	PERMANENT STUDENT RECORD – PSR (TRANSFERABLE)	ADDITIONAL SCHOOL FILE ITEMS (NON TRANSFERABLE)
REQUIRED ELEMENTS	<ol style="list-style-type: none"> <li>1. 1704 WITH LIST OF INCLUSIONS (IF ANY)</li> <li>2. STUDENT PROGRESS REPORTS (MOST RECENT 2 YEARS OR TRANSCRIPT)</li> <li>3. COPIES OF INCLUSIONS (IF ANY) <ol style="list-style-type: none"> <li>A. HEALTH SERVICES INFORMATION IN REFERENCE TO THE 'MEDICAL ALERT' CHECKBOX</li> <li>B. COURT ORDERS IN REFERENCE TO THE 'LEGAL ALERT' CHECKBOX</li> <li>C. SUPPORT SERVICES INFORMATION (PSYCHOMETRIC ASSESSMENTS, ETC)</li> <li>D. IEP OR CMP</li> <li>E. NOTIFICATION OF STUDENT BEING HOMESCHOOLED</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. LEGAL NAME (COPY OF BIRTH CERTIFICATE)</li> <li>2. OFFICIAL NAMES OF PARENTS OR GUARDIANS AND CONTACT INFORMATION</li> <li>3. PARENTAL/GUARDIAN LEGAL RESIDENCY IN BC</li> </ol>
OPTIONAL ELEMENTS	<ol style="list-style-type: none"> <li>F. STANDARDIZED TESTS</li> <li>G. RECORDS OF INFORMATION RELEVANT TO STUDENT'S EDUCATIONAL PROGRAM</li> <li>H. AWARD INFORMATION</li> </ol> <p><b>NOTE. THESE ITEMS, ONCE INCLUDED AS PART OF THE PERMANENT STUDENT RECORD, DO BECOME TRANSFERABLE.</b></p>	<ol style="list-style-type: none"> <li>4. CARECARD/BC SERVICE CARD NUMBER</li> <li>5. OTHER HEALTH OR MEDICAL CONCERNS THAT MAY AFFECT THE STUDENT IN LESS SERIOUS WAYS</li> <li>6. EMERGENCY CONTACT INFORMATION</li> <li>7. FAMILY PHYSICIAN'S NAME AND CONTACT INFORMATION</li> <li>8. OTHER PROGRESS REPORTS</li> <li>9. SERIOUS DISCIPLINE REPORTS</li> <li>10. IMPORTANT MEETING REPORTS</li> <li>11. SENSITIVE INFORMATION</li> </ol>

## STAFF

### TEACHER EVALUATION

Adopted: December 2023

#### *Background*

The constitution of the Christian School Society of Houston requires the board to “appoint a teaching staff qualified to carry out the educational policies of the association” and “to exercise the necessary vigilance” to ensure the educational policies are being carried out. The teacher evaluation policy intends to help achieve those goals.

#### Policy

Houston Christian School shall evaluate its teachers according to the following schedule:

1. **Annually using three professional goals with self-assessment (see below)**
2. **Formal Written Evaluation in the first year of their employment and every three years after that (see below)**

#### *Annual Professional Self-Assessment*

1. Teachers shall prepare a minimum of three goals for professional improvement **every year**.
2. These goals should follow the SMART model and are to be submitted to HCS administration by September 30 each year.
3. HCS administration may choose to ask teachers to have goals in specific areas.
4. Teachers will be asked to self-assess progress in regard to the goals twice during the school year: mid-year (January/February) and the end of the year (June).
5. Teachers will submit a brief summary of both of these self-assessments by June 30 each year.
6. Teachers may refer to the Basic Teacher Checklist (see below) to generate ideas for their annual professional goals.
7. Additionally, other concerns from either the teacher or administrators (or board) shall be reviewed. Commendations and recommendations can be formulated as needed.
8. Teacher evaluation will be completed in an open and honest manner, using both conversations and written material, with the goal of facilitating professional growth.
9. Confidentiality must be maintained.

#### *Formal Written Evaluation*

1. **A written evaluation report shall be prepared in the spring of the first year of employment at HCS and then every three years after that.**
2. The Formal Written Evaluation will include classroom visits for observation, collection of curriculum planning documents, review of assessment practices, teacher-selected artifacts, and/or data from other sources such as surveys of selected students, parents, and colleagues.



3. A report will be written by the administrator and reviewed by the teacher so that possible edits can be discussed and considered, so that a final summative report can be formulated by the administrator.
4. A formal evaluation report shall be prepared by June 30. This report will be signed by the teacher and administrator and then placed in the teacher's HR file.
5. The topics covered in the written report could include:
  - a. Professional Improvement goals for current school year
  - b. Review the progress in those goals
  - c. Development of HCS instructional program
  - d. Comments on basic checklist (see sample basic checklist below)
  - e. Other concerns
6. Teacher evaluation will be completed in an open and honest manner, using both conversations and written material with the goal of facilitating professional growth.
7. Confidentiality must be maintained.

### *Basic Teacher Checklist*

The following lists can be used as the "basic checklist" mentioned above. Items may be added or removed as needed by the administrator in consultation with the teacher.

#### *Planning*

1. Learning outcome implementation
  - planning document adequate
  - course outlines done
  - curricular competencies tracked
2. Selection of suitable resource material
  - examples of Christian resource material
  - examples of material and equipment beyond the regular materials
3. Student evaluation
  - test and project samples
  - record of student marks
  - report card review
4. Subject area competence
  - appropriate presentation of content
  - Christian perspective presented
  - current issues presented

#### *Teaching*

1. Models an exemplary Christian life
  - church attendance and involvement
  - personal testimonies given
  - conversations with students and peers frequently refer to Christ
2. Uses a variety of teaching strategies
3. Positive teaching /learning environment
  - classroom management and discipline
  - environment conducive to learning
  - students know what is expected academically and behaviorally

- student homework tracked
- 4. Positive student/teacher relations
  - appropriate admonition/encouragement of wrong/proper behaviour/attitude
  - respect for individual differences among students
  - demonstration of fairness and kindness in student relations
  - demonstration of firmness and consistency in discipline
  - contact with parents when appropriate
  - uses HCS Relational Discipline Model

#### *Professional and Personal Relations*

1. works cooperatively with staff, principal and board toward school goals
2. contributes to and encourages openness and trust
3. participates in all areas of school activities
4. helps develop and promote Christian curriculum materials and pedagogy
5. supports and implements board and school policies

#### *Professional Growth*

1. is involved in an ongoing program of professional development and spiritual growth
2. fulfills the elements of the teaching contract

## ADMINISTRATIVE EVALUATION

Adopted: November 2023

### *Background*

The constitution of the Christian School Society of Houston requires the board to “appoint a teaching staff qualified to carry out the educational policies of the association” and “to exercise the necessary vigilance” to assure the educational policies are being carried out. The administration evaluation policy intends to help achieve those goals.

### *Policy*

**Houston Christian School shall evaluate its administrators in the first year of their appointment and every three years after that, using the guidelines and procedures below.**

#### *Guidelines*

1. The term administrator is used in place of the traditional titles of principal and vice-principal, but does not include inclusive education coordinators or curriculum coordinators.
2. An evaluation of administrators shall be conducted **in the first year of his or her appointment** using the questionnaire below (or the SCSBC Internal Administrative Evaluation Protocol). SCSBC will be asked to conduct an External Administrative Evaluation **by the third year** of the administrator’s service.
3. Subsequent evaluations will be conducted **every three years**, alternating between the questionnaire below (or the SCSBC Internal Administrative Evaluation Protocol) and the SCSBC External Administrative Evaluation Protocol.

4. For the internal evaluation, the president of the board shall appoint two appropriate individuals to distribute, receive, and summarize the results of the questionnaire below (or the SCSBC Internal Administrative Evaluation Protocol). This is completed in conjunction with SCSBC.
5. Questionnaires could be given to teachers, a selection of parents and a selection of board and committee members. The school board will give direction as to the guidelines for distributing the questionnaires.
6. The HCS School Board, specifically the president, will work closely with each administrator so that the evaluation is completed in a manner that takes into consideration each administrator's individual annual professional goals.
7. Confidentiality must be maintained throughout the process.

## Procedure

### *Sample Administrative Evaluation Questionnaire*

Please complete the following evaluation with an honest, realistic assessment. The intent is to both celebrate good qualities and performance and to provide direction for improvement.

Scale: 4—Excellent, 3—Proficient, 2—Average, 1—Needs improvement NB—no basis for judgment

### *Administration*

1. Personal and Professional Qualities
  - a. Is loyal to the school's mission
  - b. Conduct is filled with the fruit of the Spirit
  - c. Is dependable and punctual in finishing tasks
  - d. Exhibits a caring attitude toward people
  - e. Doesn't take self too seriously
  - f. Has a sense of humour
  - g. Listens to the concerns of others
  - h. Admits mistakes and works to correct them
  - i. Has high standards of integrity
  - j. Good working knowledge of administration
  - k. Maintains professional growth (courses, conventions)
  - l. Follows through on promises made to staff
  - m. Conducts fair and thorough evaluation of staff
  - n. Has good oral and written communication skills
  - o. Stays composed during confrontation and emergencies
  - p. Follows school policies and procedures
2. Relational Skills
  - a. Maintains good rapport with teachers and support staff
  - b. Enjoys a positive relationship with parents and the outside community
  - c. Demonstrates a caring attitude toward the student body
  - d. Has a good relationship with sponsoring churches and pastors

- e. Inspires others to do their best
- f. Publicly praises others' strengths
- g. Discusses others' weaknesses privately

### 3. Leadership Skills

- a. Provides sound Christian direction and philosophy to the school
- b. Has sound knowledge of the bible and knows how to apply it in daily situations
- c. Does not compromise spiritual beliefs or integrity
- d. Is available for counsel
- e. Effectively solves problems
- f. Handles work volume, stress and responsibilities effectively
- g. Sensibly handles decisions by using the best information available and stands firm when challenged
- h. Utilizes good ideas from others
- i. Shows flexibility when conditions warrant it
- j. Leads by example
- k. Seeks to maintain a high level of morale among students and staff

### 4. Administrative and Management Skills

- a. Manages his/her duties efficiently
- b. Manages and supervises daily events of the school effectively
- d. Supervises the purchase of educational equipment and materials wisely
- e. Delegates responsibilities to others and does not unnecessarily interfere with their tasks
- f. Is organized and plans ahead for activities
- g. Has the ability to put tasks aside to handle a more urgent issue
- h. Assumes responsibility for decisions made within his or her authority
- i. Works toward improving the effectiveness of the school

### 5. Staff Issues

- a. Provides appropriate supervision of staff
- b. Shows support to those under his or her supervision
- c. Is aware of the day-to-day issues that affect the school staff
- d. Maintains an open-door policy
- e. Willingly listen to concerns and make changes when needed
- f. Shows concern by treating staff with kindness, patience and understanding
- g. Does not show favouritism

### 6. Administrative Responsibilities

- a. Provides positive public relations for the school
- b. Actively oversees his or her areas of responsibility in the school budget

- c. Exhibits long-term visions for the school through the development of future plans
- d. Oversees maintenance of the school building and grounds
- e. Creates an atmosphere of confidence in the school through public contacts
- f. Plans appropriate and helpful in-service day

## *Teaching*

### 1. Planning

- a. Learning outcome implementation
  - planning book adequate
  - course outlines done
  - IRP available
  - learning outcomes tracked
- b. Selection of suitable resource material
  - regular textbooks used
  - examples of Christian resource material
  - examples of material and equipment beyond the regular materials
- c. Student evaluation
  - test and project samples
  - record of student marks
  - report card review
- d. Subject area competence
  - appropriate presentation of content
  - Christian perspective presented
  - current issues presented

### 2. Teaching

- a. Models an exemplary Christian life
  - church attendance and involvement
  - personal testimonies given
  - conversations with students and peers frequently refer to Christ
- b. Uses a variety of teaching strategies
- c. Positive teaching /learning environment
  - classroom management and discipline
  - environment conducive to learning
  - students know what is expected academically and behaviorally
  - student homework tracked
- d. Positive student/teacher relations
  - appropriate admonition of wrong behaviour/attitude
  - respect for individual differences among students
  - demonstration of fairness and kindness in student relations
  - demonstration of firmness and consistency in discipline

- contact with parents when appropriate

### 3. Professional and Personal Relations

- a. works cooperatively with staff, principal and board toward school goals
- b. contributes to and encourages openness and trust
- c. participates in all areas of school activities
- d. helps develop and promote Christian curriculum materials and pedagogy
- e. supports and implements board and school policies

### 4. Professional Growth

- a. is involved in an ongoing program of professional development and spiritual growth
- b. fulfills the elements of the teaching contract

## COMPLAINTS AND APPEALS

### *Background*

Since Houston Christian School is committed to Biblical justice and conventional Western jurisprudence in its decision-making processes, it allows important educational decisions to be reconsidered and appealed to higher levels of decision-making authority, that is, from teacher to principal to Education Committee to board. When a decision for a student is deemed unjust rather than appropriate, his parents or guardian may initiate a “complaint,” that is, they may ask for reconsideration of the decision. Matthew 18:15 explains that if someone wrongs you, “go and show him his fault, just between the two of you.” The Bible asks us to make sure that a complaint does not get intensified unnecessarily, that we avoid the charge of gossip, and that we do not bring about the creation of “factions.”

## Mediation and Arbitration Committee

### **A. Statement of Principle**

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

### **B. Mandate**

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

1. Resolve disputes that arise in the schools through the application of a Biblically sound dispute resolution process that encourages the just, speedy and inexpensive resolution of disputes in accordance with Scriptural principles; and
2. Educate and inform its members so that they can fulfill this mandate.

## **C. Structure of the Committee**

1. The board of directors of the Society of Christian Schools in British Columbia shall appoint a three-person committee (the “Committee”) to carry out and direct the mediation and arbitration of disputes in the schools pursuant to this policy. The members of the Committee should preferably have some expertise or experience in dispute resolution. The Committee shall, unless the board otherwise determines, consist of a Society of Christian Schools in British Columbia board representative, who shall be the chairman of the Committee, a Christian Teachers Association representative and a member at large representative. Each member of the Committee shall be appointed to a three (3) year term and may be reappointed for a second three (3) year term.
2. The board of directors of the Society of Christian Schools in British Columbia shall also appoint twelve persons as reserve members of this Committee. The reserve members of the Committee should preferably have some expertise or experience in dispute resolution. The reserve members of the Committee shall be responsible for resolving disputes in accordance with this policy when asked to do so by the Committee. The Committee may appoint one or more of these persons to act on the Committee where one or more of the persons on the Committee cannot act due to a time commitment, conflict of interest or the like, or where the Committee considers it to be in the best interests of resolving the dispute that this be done. Each reserve member of the Committee shall be appointed to consecutive three (3) year terms.
3. The Committee may, on a case-by-case basis, appoint a resource person to assist a mediator, arbitrator, or Arbitration Panel in carrying out a mediation or arbitration under this policy. The expenses of the resource person shall be borne by the Society of Christian Schools in British Columbia. The Society of Christian Schools in British Columbia may provide the resource person an honorarium of \$100.

## **D. Nature of Dispute**

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

## **E. Dispute Resolution Procedure**

1. It is expected that prior to notifying the Committee of a dispute, the parties will have met together and with others in accordance with Matthew 18:15-16 to attempt to resolve the dispute. This step should have already taken place under the provisions of the Society of Christian Schools in British Columbia Employment Contract. If the parties to the dispute have not taken this step, they will be asked to do so.
2. The Committee shall receive notification of a dispute in writing at the Society of Christian Schools in British Columbia office. The notification of dispute should state the parties involved, the relevant circumstances, the nature of the dispute and the remedy sought in sufficient detail to give the other party adequate notice of the case which is to be met.
3. Within seven (7) days of receiving notification of a dispute, the Committee shall contact the other party to the dispute and advise that party that the Committee has received notice of a dispute and shall provide to that party a copy of the written notice received by the

Committee of the dispute. The Committee shall request this party to provide to the Committee, in writing, an answer or response to the dispute within twenty-one (21) days of receipt of a copy of the notice of dispute. The Committee shall provide to the other party a copy of the written answer or response received by the Committee within seven (7) days of its receipt.

4. The Committee shall provide a copy of this policy to each party to the dispute.
5. The Committee shall seek the agreement in writing of both parties to:
  - a. Agree that the Committee shall have the jurisdiction to resolve the dispute in accordance with the policy;
  - b. Agree that the provisions for mediation and arbitration set out in this policy shall be the sole and exclusive remedy for resolving the dispute;
  - c. Agree to be bound by and submit to the dispute resolution procedures outlined in this policy;
  - d. Accept the decision of the arbitrator or Arbitration Panel as final and binding on them; and
  - e. Waive whatever rights, claims or actions the parties may have against the Committee, mediator, arbitrator or Arbitration Panel arising in relation to the resolution of the dispute.
6. The chairman of the Committee shall execute the agreement on behalf of the Society of Christian Schools in British Columbia.
7. All documents and information relating to a dispute or mediation and arbitration under this policy shall, except to the extent that they are required to be disclosed under this policy, remain confidential and shall be stored for safekeeping at the office of the Society of Christian Schools in British Columbia.

## **F. Mediation**

1. If the disputing parties are unable to reconcile their dispute on their own, the Committee shall within sixty (60) days, or such period of time as agreed between the parties, of the Committee first receiving notification of the dispute appoint a mediator as chosen by the parties, and where the parties cannot agree, as chosen by the Committee, to assist them in doing so. The mediator may be chosen from the Committee itself or from the reserve members of the Committee, except that the
  - \*The Chairman of the Committee shall not be the mediator.
2. The following rules shall apply to the mediation process:
  - a. Each party shall, within fourteen (14) days, or such other period of time as agreed between the parties, of receipt of notification of appointment of a mediator, submit to the mediator, but not the other party, a written statement of the facts and contentions and a summary of the settlement discussions to date;
  - b. The mediator shall set a date for a meeting of the parties which shall take place no later than ninety (90) days, or such other period of time as agreed between the parties, after the Committee first received notification of the dispute;
  - c. The mediator may, on request of a party to the mediation for good cause, or upon his or her own determination, and in the interests of justice, postpone or adjourn a mediation as he or she considers necessary;
  - d. The parties shall have the full authority to settle the dispute at the mediation;
  - e. The parties may have a representative attend with them at the mediation;
  - f. The mediator will not act as legal counsel for any party;



- g. The meeting shall be conducted in the spirit of prayer, for the purpose of hearing and discussing the facts and disputes, with the goal of seeking reconciliation of the disputing parties and a resolution of the dispute, which shall be reduced to writing by the parties and be acceptable to the parties;
  - h. The mediator may disclose any information provided by any party to any other party unless the party disclosing the information requests that the information be kept confidential;
  - i. If a party will not cooperate, or refuses or chooses not to mediate, or if the mediator cannot lead the parties to a resolution of the conflict through mediation, binding arbitration in the manner set forth below shall be conducted to resolve the dispute;
  - j. In all respects, the mediation under this section is deemed to be a “without prejudice” proceeding and the parties shall not rely on or introduce as evidence in an arbitration under this policy or any other arbitral or judicial proceeding any discussions, proposals, recommendations or admissions made by the parties or the mediator in a mediation under this section; and
  - k. The parties will not subpoena or otherwise require the mediator to testify or produce any records, written or otherwise, respecting the mediation in any future proceedings.
- 3. The expenses of the mediator and the cost of the mediation, which includes honoraria, shall be borne by the Society of Christian Schools in British Columbia. The Society of Christian Schools in British Columbia shall provide to the mediator an honorarium of \$150 per day.
  - 4. After completion of the mediation, the mediator shall provide all documents and information relating to the mediation to the chairman of the committee, who shall provide them to the office of the Society of Christian Schools in British Columbia for safekeeping.

## **G. Arbitration**

- 1. If mediation fails to achieve a satisfactory resolution of the dispute, the Committee shall within one hundred and twenty (120) days, or such other period of time as agreed between the parties, of the Committee first receiving notification of the dispute, appoint a single arbitrator or an arbitration panel consisting of three persons (the “Arbitration Panel”) selected in accordance with this policy. The arbitrator or Arbitration Panel may be chosen from the Committee itself or from the reserve members of the Committee, except that neither the Chairman of the Committee nor the mediator shall be the arbitrator or part of an Arbitration Panel. The parties shall choose a single arbitrator, and, if they cannot agree, then each party shall choose one arbitrator, and these arbitrators shall choose a third arbitrator who shall be the chairman of the Arbitration Panel. In the event that the arbitrators chosen by the parties cannot agree on a chairman, the Committee shall appoint a chairman to the Arbitration Panel.
- 2. The arbitrator or Arbitration Panel shall apply the substantive law of the Province of British Columbia in considering the facts and issues being arbitrated. The following procedures shall apply to the arbitration:
  - a. The provisions of the Commercial Arbitration Act, R.S.B.C. 1996, C.55 and amendments thereto, except section 4 and 26(1), shall apply to the dispute, except insofar as they are inconsistent with the provisions of this policy, whereupon the provisions of this policy shall prevail;
  - b. The arbitrator or Arbitration Panel shall appoint a time and place for the hearing which shall take place no later than one hundred and eighty (180) days, or such other period of

time as agreed between the parties, after the Committee first received notification of the dispute and shall immediately cause notice thereof to be served by registered or certified mail on the parties to the arbitration. The notice shall set out the dispute in sufficient detail to enable each party to know the nature of the case against them, which must be met. The notice shall include a copy of this policy.

- c. The parties shall, not less than thirty (30) days before the hearing, provide each other with a brief statement of their respective positions in the dispute as well as a summary of the evidence they intend to produce at the hearing as well as copies of all documents in their possession, not covered by a claim of privilege, relevant to the matters in dispute between them, as well as who will be representing them, if anyone, at the hearing;
- d. The arbitrator or Arbitration Panel may, on request of a party to the arbitration for good cause, or upon their own determination, and in the interests of justice, postpone or adjourn a hearing as they consider necessary;
- e. The parties are entitled to have legal counsel or a representative represent them at the hearing;
- f. The arbitrator or Arbitration Panel shall preside at the hearing and shall, subject to the rules of natural justice, rule on the admission and exclusion of evidence and on the question of hearing procedure and shall exercise all powers relating to the conduct of the hearing. The arbitrator or Arbitration Panel shall admit all evidence that would be admissible in a court, and in addition may admit other evidence that is considered relevant to the issues in dispute, and subject to the rules of natural justice, may determine the manner in which evidence shall be admitted, provided that no evidence shall be admitted that is privileged under the laws of evidence;
- g. The arbitrator or Arbitration Panel may examine a party or witness called by a party under oath where they consider it necessary to resolve the dispute. The arbitrator or Arbitration Panel may direct that the parties to the dispute produce all records and documents, not covered by a claim of privilege, that the arbitrator or Arbitration Panel consider necessary to resolve the dispute;
- h. The parties to the arbitration are entitled to be heard, to present evidence and to cross-examine witnesses appearing at the hearing. At the request of any party to the arbitration, the testimony of witnesses shall be given under oath. The arbitrator or Arbitration Panel may exclude witnesses from the hearing where requested to do so by the parties or where they consider this necessary.
- i. The arbitrator or Arbitration Panel shall, to the best of their ability, determine the matter on the basis of the evidence presented to them at the hearing. If the arbitrator or Arbitration Panel intend to base their decision upon information not obtained at the hearing, they shall disclose all such information to the parties to the arbitration and give the parties an opportunity to meet it;
- j. The arbitrator or Arbitration Panel shall determine and resolve the dispute, and where an Arbitration Panel is involved, the dispute shall be resolved by consensus or majority vote. A written decision shall be rendered and signed by the arbitrator or Arbitration Panel or a majority of them, thirty (30) days after the final hearing on the matter. The decision of the arbitrator or Arbitration Panel is final and binding upon all parties.
- k. If the Arbitration Panel hearing a dispute is unable to come to a majority decision on any matter to be decided, the decision of the chairman shall be the decision of the Arbitration Panel on that matter;

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

## Chair Protocol

### **A. When receiving a request to intervene**

1. Listen to or read the concerns; ask if Matthew 18:15-16 has been attempted (if it has not, request that this be done).
2. Notify the Committee members of the request for services.
3. Forward appropriate letters to the party requesting Committee intervention and to the other party, informing them of this request. These letters enclose a copy of the policy and an Agreement to Mediate and Arbitrate, and request a notification of dispute and response to the same.
4. If no response is received from one party, the Chair should exercise careful nudging to encourage the use of a just and God-honouring means to secure resolution. If the party's response is "no," an attempt should be made to secure this in writing.
5. After receipt of a signed agreement and notification of dispute and response to the same, the Committee shall send a list of mediators or arbitrators along with profiles of each to the parties for selection.
6. The mediators and arbitrators shall be approached in ranked order to determine who is available and agreeable to serve.
7. Notification shall be sent by letter or fax of the highest-ranked mediator or arbitrator for both parties' acceptance. If no agreement can be reached, the Committee shall appoint a mediator or arbitrator.
8. After receipt of mutual approval (or appointment), possible dates and times are discussed and arranged by the Committee Chair between all parties involved, including the mediator or arbitrator. Once a date has been agreed on, notification of the time and place for the mediation or arbitration should be sent to the parties.
9. The mediator or arbitrator may desire to consult with a resource person when on-site. He or she reports back to the Chair upon completion of the mediation or arbitration.
10. The Chair, on behalf of the Committee, submits the expenses of the mediator or arbitrator and of the mediation or arbitration to the SCSBC Board for payment.

### **B. Other duties for the Chair**

1. Report to each SCSBC Board meeting (in a confidential, "no-names" fashion) on the activities, procedures and needs of the Committee.

2. Call meetings of the Committee as needed to discuss and dispute concerns, protocol, mediator or arbitrator names and training, and whatever else may be appropriate.

## SUBSTANCE USE POLICY – STAFF

March 2019

### *Background*

Houston Christian School is committed to the health and safety of its employees and students. The School recognizes that the use of drugs or alcohol, the use of certain medications, and impairment generally can have serious effects on School employees, students, the learning and work environments, and the public. Accordingly, the School is committed to preventing substance use and impairment in the workplace and during an employee's working hours.

### **Policy**

Houston Christian School strictly prohibits employees from possessing, manufacturing, offering for sale, selling, distributing, consuming, or using drugs or alcohol during working hours, whether on or off school property.

Employees are responsible for their consumption or use of legal substances (including medications, cannabis, or alcohol) preceding a work shift and must allow sufficient time for any legal substances consumed to be fully metabolized, and for the impairing effects of those substances to have fully resolved. The School strictly prohibits employees from consuming or using drugs or alcohol whether on or off duty in circumstances, or at a time, such that the employee is impaired by drugs or alcohol during their working hours. Employees are expected to arrive to work fit for duty and be able to perform their duties safely and to standard by being unimpaired by any substance. Employees must remain unimpaired at all times during working hours.

Employees who are impaired for any reason, including but not limited to the ingestion of legal substances, must disclose the fact they are impaired to a School Administrator, prior to commencing work. Where the employee becomes impaired during working hours, they must not return to work or must immediately cease working and must disclose the fact they are impaired to a School Administrator.

Employees breaching this policy will be subject to discipline up to and including termination of employment.

### *Responsibilities*

#### **Employees**

- i. Employees must abide by the provisions of this Policy and be aware of their responsibilities under it.
- ii. If an employee becomes aware of conduct contrary to this Policy by another person (including another employee) that endangers the person, a student, or anyone else, the employee must immediately inform a School Administrator.

### **School Administrators**

- i. School Administrators must not knowingly permit an employee to remain at the workplace if he/she has reasonable cause to believe that the employee's work performance may be affected by the use of drugs or alcohol, or that the employee is impaired for any reason.
- ii. If a School Administrator has reasonable cause to believe that an employee's work performance may be affected by the use of drugs or alcohol, or that the employee is impaired for any reason, the School Administrator must immediately remove the employee from the performance of their duties and document the circumstances, observations, and details forming the basis of the Administrator's belief.

### ***Drug and Alcohol Testing***

Houston Christian School may employ drug and alcohol testing in the below circumstances. A positive test for the presence of drugs or alcohol in the employee's body in any of the below circumstances, may result in discipline up to and including termination.

#### **Post-incident**

Employees employed in safety sensitive positions will be subject to post-incident testing for alcohol and drugs where an act or omission by an employee during working hours, or on School property, causes or contributes to a significant incident.

#### **Return to Work**

Where an employee is returning to work in a safety sensitive position following treatment for a disability related to the use of alcohol or drugs, or where a physician has recommended abstinence or drug or alcohol testing due to an employee's drug or alcohol use as part of a return to work recommendation or plan, the employee must abstain from the use of alcohol or any drug, and may be required to undergo drug or alcohol testing for a period of time, as a component of the employee's return to work process.

#### **Reasonable Cause**

Employees employed in safety sensitive positions will be subject to reasonable cause testing for alcohol and drugs. Where the School determines there is reasonable cause to suspect alcohol

or drug use or possession in violation of this Policy, testing may be performed. The decision to test shall be made by a School Administrator, in conjunction with a second person wherever practicable, and may be required in the following circumstances:

1. the School reasonably believes that the employee may be impaired by the use of alcohol or drugs based on unusual behaviour or circumstances, which includes but is not limited to any one or more of: slurred speech, smelling of alcohol or drugs, changes in personality, argumentative behaviour, or mood swings;
2. the employee is engaged in the use, possession, manufacture, cultivation, offering for sale, sale or distribution of alcohol or drugs or drug paraphernalia during working hours or on School property; or
3. the employee is engaged in, or is charged with an offence arising from, the use, possession, manufacture, cultivation, offering for sale, sale or distribution of a drug, not during working hours or on School property, but where the School reasonably believes that the drug was intended for use during working hours, or at a time that could cause the employee to be impaired during working hours.

## **Refusals**

Where an employee:

- i. refuses to cooperate in any aspect of the testing process set out in this Policy, including but not limited to a failure to report for a test, a refusal to submit to a test required under this Policy, or an attempt to tamper with a test sample; or
- ii. refuses to consent to disclosure to the School of a test result or other information received by the third-party medical professional in connection with a test or the results of a test,

the employee will be deemed to have registered a positive result under this Policy and will be subject to discipline up to and including termination.

## ***Special Situations***

### **Medication**

Where an employee is required to use medication (including but not limited to medical cannabis) pursuant to a valid prescription and in accordance with a physician's directions, at a time, whether on or off of school property, that could cause them to be impaired during working hours they are required to adhere to the following:

- the employee must notify a School Administrator, prior to using the medication and attending work impaired, to permit a determination of whether their use of that medication can be accommodated; and
- the employee must provide medical confirmation authorizing their use of the medication in order for the School to consider a request for accommodation. Any

medical license or prescription relied on for the use of medical cannabis must be issued in accordance with the applicable statutory requirements.

If an employee uses medication in breach of this Policy, without first disclosing their need to use such medication to a School Administrator, they may be subject to discipline up to and including termination of employment.

### **Addiction or Substance Use Disorder**

Houston Christian School understands that certain individuals may develop an addiction or substance use disorder related to their use or consumption of drugs or alcohol, and that this may be defined as a disability. The aim of this section is to encourage employees with addictions or substance use disorders to come forward and obtain treatment before their use of drugs or alcohol impacts the work and learning environment.

Where an employee has or suspects they may have an addiction or substance use disorder, and where that addiction or substance use disorder does not render them unable to do so, they are required to notify a School Administrator prior to their use of drugs or alcohol during working hours, whether on or off of School property, and prior to their attending work impaired.

Where an employee discloses an addiction or substance use disorder prior to breaching this Policy, the school will take reasonable steps to assist them with their recovery. No employee who discloses an addiction or substance use disorder prior to breaching this policy will be disciplined because of the individual's disclosure or their involvement in a rehabilitation effort.

If an employee uses drugs or alcohol in breach of this policy without first disclosing their circumstances to a School Administrator, they may be subject to discipline up to and including termination of employment.

### **Accommodation**

Where an employee discloses their use of medication that could cause them to be impaired during working hours or discloses an addiction or substance use disorder in accordance with this Policy, the school will work with that individual to determine what, if any, accommodation could reasonably be provided to that individual.

The provision of reasonable accommodation to persons with disabilities related to the use of medication that could cause them to be impaired, or to persons with an addiction or substance use disorder, requires cooperation and collaboration between the individual requesting the accommodation, their union where applicable, and the school. Individuals requesting accommodation have a duty to facilitate a reasonable accommodation offered by the school.

### *Definitions*

**Drug(s):** includes but is not limited to any substance which affects a person's physical or mental capacity or functioning, which causes a marked change in consciousness, or which has a physiological effect when ingested or otherwise introduced into the body, and includes both legal and illegal forms of such substances, but does not include medications taken pursuant to a valid prescription, and in accordance with a physician's directions.

**Impaired or Impairment:** a deterioration or diminishment of an individual's physiological ability, functioning, judgment, or condition, and includes but is not limited to being unable to function as that individual does under normal or usual conditions, or safely because of intoxication by any substance.

**Safety Sensitive:** a characteristic of operations where error could result in serious harm to a person, property, or the environment.

**Significant Incident:** means an incident or accident involving one or more of the following occurrences:

- a) A fatality or fatalities, or near miss of a fatality or fatalities, to an employee or any other person;
- b) An injury, or near miss of an injury, to an employee or any other person;
- c) Damage and/or unusual circumstances leading to damage, or near miss of damage, to property of the School, a contractor, an employee, a student, or a member of the public; or
- d) Environmental damage and/or unusual circumstances leading to environmental damage, or near miss of environmental damage.

**Substance Use Disorder:** means a condition in which the recurrent use of alcohol, drugs, medication, or any other substance causes impairment of daily life, such as health problems, disability, and failure to meet responsibilities at work, school, or home, and includes the conditions classified as substance use disorders in the Diagnostic and Statistical Manual Of Mental Disorders, Fifth Edition, as amended.

**School Property:** includes but is not limited to all real or personal property, facilities, land, buildings, parking lots, equipment, and vehicles, whether owned, leased or used by the school and wherever located.

**Working Hours:** means the hours of the day when the school is open to students, whether or not classes are in session, or the hours an employee works, is scheduled to work, is called in, or otherwise requested or required to work during a day, and includes but is not limited to paid and unpaid breaks, and any overtime hours the employee is required to, offers to, or does work. Working hours also includes any time an employee is away from the school on a school



organized trip, including but not limited to times when an employee is not actively participating in activities or pursuits organized by the school but is otherwise away from their normal residence due to their involvement in the school organized trip.

## Committee Duties

1. Develop, review and revise the “SCSBC Mediation and Arbitration Committee and Procedures” policy as needed.
2. Update letters to parties as needed.
3. Update the Chair Protocol as needed.
4. Appoint mediators or arbitrators when both parties in a dispute cannot reach any agreement on suggested names.
5. Review and update the mediator and arbitrator profiles every November and invite nominations from CTABC, CPABC and SCSBC when more names are needed.
6. Recommend to the SCSBC Board updating and training sessions for mediator and arbitrator pool, as needed.

## STUDENTS

### DISCIPLINE POLICY: A RELATIONAL RESTORATIVE APPROACH

Adopted October 2021

#### PREAMBLE

As a Christian school, we long to see the Spirit of the Lord prevail in our hallways, in the gym, in the staffroom, in our offices, on the playground, and in our classrooms. The purpose of the following relational and restorative discipline policy is to help us work together to build trust-based relationships in order to foster and protect the community. Rules and guidelines exist to help remind the various individuals and groupings that make up HCS (staff, students, administration and parents) that they each make up merely one part of the community and must always take others into consideration. Effective discipline guides people back into a restored relationship with God and builds community among His people. The fundamental hypothesis of this discipline approach is that students are more cooperative, productive, and more likely to make positive changes in their behaviour when those in positions of authority do things *with them*, rather than *to them* or *for them*. The aim of relational and restorative discipline practices at HCS is to strengthen and repair our community by addressing conflict, easing tensions, and restoring relationships when harm occurs. These rich rewards will be sought through the following procedures:

#### PROCEDURES

**Step 1:** Behaviour that is deemed inappropriate will be addressed in a quick and simple way. This might be with a nod, a look, a verbal prompt, a redirecting encouragement or a brief directive. The problematic behaviour may need to be addressed more than once. A brief follow-up discussion may be needed to clarify the need for changed behaviour. Student follow-through (i.e. changed behaviour) will indicate that the student accepts responsibility for his or her problematic behaviour and has taken the necessary steps to restore community.

If further discussion is required and a meeting is arranged between the teacher and student, it is important to note that the student is responsible for being present at the agreed-upon time and place. It must be a priority, before all other commitments.

**Step 2:** A more extensive personal conversation will follow the incomplete restoration in Step 1. This dialogue will involve discussing the reasons why a specific behaviour must stop or change

and guiding the student towards changed behaviour. The conversation might include explaining how the behaviour disrupts the learning environment and damages relationships. The need for changed behaviour, in order to indicate an acceptance of responsibility and to restore brokenness, will be re-emphasized. A verbal agreement will be reached together, and consequences for not following through will be carefully outlined. Communication with parents (via a text, email, letter, or phone call) may accompany this second step.

**Step 3:** This third step includes further disciplinary measures, such as detention or a task-related consequence. Again, it is important to restate that the student is responsible for being on time for an arranged meeting with the teacher to discuss the problematic behaviour and the necessary restorative steps. Communication with parents and the Principal will occur at this step as well.

**Step 4:** Arriving at this step indicates an escalation of the situation. The student will now need to discuss the problematic behaviour with the Principal, to be reminded of the reasons why a change in behaviour is needed, and to be told of the consequences to expect should this not happen. Communication with parents regarding the first three steps will occur, and a meeting may be arranged in order to work together to shape a plan for success.

**Step 5:** This final step involves the Board of Directors. A meeting will be arranged in which the student and the family will meet with the Board and other members of the school staff (Principal and teachers/staff involved) to shape a plan for success.

**Other Discipline Notes:**

- Step 1 assumes a classroom environment with clearly stated and consistently enforced expectations for behaviour.
- Behaviours that are deemed more “extreme” and/or which involve outright defiance will automatically go to a higher step. This may involve sending the student home until a process can be agreed upon for proceeding.
- Disciplinary expectations may be adapted for students with documented special needs in accordance with their Individual Education Plans (IEPs) or support requirements. Supportive measures will be provided to ensure all students, including those with special needs, can meaningfully participate in the restorative process.
- Suspension, probation, and expulsion are more extreme steps taken only after careful consideration of other options.
- Discipline steps may depend on prior incidents.
- Members of the Principal have the authority to check lockers.

**SUSPENSION:**

- a) Suspension is defined as the removal of a student from the campus.
- b) The Principal has the final authority regarding a decision to suspend.

- c) Suspension is imposed when a student has committed an infraction as per school rules and regulations.
- d) The school reserves the right to suspend a student pending an investigation or hearing with respect to an infraction where it is in the best interest of the school to do so. The school is responsible to provide a safe and secure learning environment.
- e) While suspended, a student is prohibited from being on the school premises.
- f) The school must contact the parent/guardian as soon as possible. If the parent cannot be reached, the student will be placed on an in-school suspension until the parent/guardian is contacted. For an in-school suspension, the student will work in the office, in a learning support room, or in an empty classroom. S/he will be given different scheduled breaks from the regular school schedule.
- g) A suspension may be imposed for one or more school days for each separate infraction.
- h) Prior to re-admission, the Principal will have a conversation with the student and/or the parent/guardian.
- i) A student is responsible for completing all assignments, projects, quizzes, tests, etc., during their time away from campus, and will receive credit for completed work. A student must adhere to all due dates.
- j) When appropriate, an in-school suspension may be given. An in-school suspension refers to the student doing work for the entire school day in a separate learning space. The student's work will be supervised, and appropriate breaks will be given.
- k) Students returning to school from a suspension may be subject to being placed on probation.

#### **PROBATION:**

- a) When a student has exhausted other disciplinary procedures and/or when the status of the student is in question, s/he may be placed on probation by the Principal, in consultation with the Board.
- b) Probation may be connected to a lengthy suspension or repeated misbehaviour.
- c) If a student repeats the same violation or commits another serious infraction while on probation, s/he will be subject to suspension or expulsion.
- d) Depending on the seriousness of the infraction, a student may be placed on probation for the particular school year, and/or the remainder of the student's time at HCS.

#### **EXPULSION**

- a) In certain circumstances, the Principal, in consultation with the Board, can expel a student.
- b) Before an expulsion occurs, a student will have an opportunity to speak to the Principal and the Board about the incident.
- c) Before a decision is made to expel a student, the student and the parents/guardians will be informed about the matter. They are entitled to know the case against the student and should be given an opportunity to respond to all information which might influence the decision prior to the decision being made.
- d) While waiting for a decision to be made, the student will be suspended indefinitely.
- e) A decision will be made as soon as is practical.

- f) The Principal will communicate the decision verbally and in writing.
- g) Students and/or parents/guardians may appeal a decision for expulsion. Please refer to the Appeal Policy for further details.
- h) Re-admission of a student into a new school year after an expulsion will be at the discretion of the Principal.

### **RESTORATIVE PRACTICE**

- a) In the event that a student shows sincere remorse for his/her actions and has a desire to be restored to the community, the Principal may offer a formal “restorative conference.”
- b) A “restorative conference” involves victims, offenders, and their families and friends in a face-to-face process called conferencing. The individuals involved in the conference will decide the disciplinary action. Although the process is time-consuming and emotionally challenging, it has proven to bring about healthy restoration.

\*This policy applies to all students, with adjustments provided as needed to ensure equity, including for students with disabilities or special educational needs.

## **SUBSTANCE USE POLICY – STUDENTS**

March 2019

### *Background*

Houston Christian School is committed to the health and safety of students and all other members of the school community. The school recognizes that the use of drugs, tobacco, vapour products, alcohol, certain medications, and impairment generally can have serious effects on students and the learning environment. Accordingly, the school is committed to preventing substance use and impairment on School property, and at all times during school hours.

### **Policy**

Houston Christian School strictly prohibits students from possessing, manufacturing, offering for sale, selling, distributing, consuming, or using drugs, tobacco, vapour products, or alcohol during school hours, whether on or off school property.

Students breaching this policy may be subject to discipline in accordance with the Discipline Policy.

### *Special Situations*

### **Medication**

Where a student is required to use medication (including but not limited to medical cannabis) pursuant to a valid prescription and in accordance with a physician's directions, at a time, whether on or off of school property, that could cause them to be impaired during school hours, the student or their parent/guardian is required to adhere to the following:

- the student or their parent/guardian must notify a school administrator, prior to the student using the medication and attending school impaired, or using the medication at school, to permit a determination of whether the use of that medication can be accommodated; and
- the student or their parent/guardian must provide medical confirmation authorizing the student's use of the medication in order for the school to consider a request for accommodation. Any medical license or prescription relied on for the use of medical cannabis must be issued in accordance with the applicable statutory requirements.

If a student uses medication in breach of this policy, without the student or their parent/guardian first disclosing the student's need to use such medication to a school administrator, the student may be subject to discipline in accordance with the school's Discipline Policy.

### **Addiction or Substance Use Disorder**

The School understands that certain individuals may develop an addiction or substance use disorder related to their use or consumption of drugs or alcohol, and that this may be defined as a disability.

Where a student has or suspects they may have an addiction or substance use disorder, and where that addiction or substance use disorder does not render them unable to do so, the student or their parent/guardian is required to notify a school administrator prior to the student using drugs or alcohol during school hours, whether on or off of school property, and prior to their attending school impaired.

Where a student discloses an addiction or substance use disorder prior to breaching this policy, the school will take reasonable steps to assist them in their recovery. No student who discloses an addiction or substance use disorder prior to breaching this policy will be disciplined because of the student's disclosure or their involvement in a rehabilitation effort.

If a student uses drugs or alcohol in breach of this policy without first disclosing their circumstances to a school administrator, they may be subject to discipline in accordance with the school's Discipline Policy.

## **Accommodation**

Where a student discloses their use of medication that could cause them to be impaired during school hours or discloses an addiction or substance use disorder in accordance with this policy, the school will work with that individual to determine what, if any, accommodation could reasonably be provided to that individual.

The provision of reasonable accommodation to persons with disabilities related to the use of medication that could cause them to be impaired, or to persons with an addiction or substance use disorder, requires cooperation and collaboration between the student requesting the accommodation and the school. Students requesting accommodation have a duty to facilitate a reasonable accommodation offered by the school.

## *Definitions*

**Drug(s):** includes but is not limited to any substance which affects a person's physical or mental capacity or functioning, which causes a marked change in consciousness, or which has a physiological effect when ingested or otherwise introduced into the body, and includes both legal and illegal forms of such substances, but does not include medications taken pursuant to a valid prescription, and in accordance with a physician's directions.

**Impaired or Impairment:** a deterioration or diminishment of an individual's physiological ability, functioning, judgment, or condition, and includes but is not limited to being unable to function as that individual does under normal or usual conditions, or safely because of intoxication by any substance.

**School Hours:** means the hours of the day when the school is open to students whether or not classes are in session, or any time a student is away from the school on a school organized trip, including but not limited to times when a student is not actively participating in activities or pursuits organized by the school but is otherwise away from their normal residence due to their involvement in the school organized trip.

**School Property:** includes but is not limited to all real or personal property, facilities, land, buildings, parking lots, equipment, and vehicles, whether owned, leased or used by the school and wherever located.

**Substance Use Disorder:** means a condition in which the recurrent use of alcohol, drugs, medication, or any other substance causes impairment of daily life, such as health problems, disability, and failure to meet responsibilities at work, school, or home, and includes the conditions classified as substance use disorders in the Diagnostic And Statistical Manual Of Mental Disorders, Fifth Edition, as amended.

**Tobacco:** means tobacco leaves or products produced from tobacco in any form or for any use.

**Vapour Products:** means a solid, liquid or gas that, on being heated, produces a vapour for use in an e-cigarette, regardless of whether the solid, liquid or gas contains nicotine.

## DRESS CODE POLICY/GUIDELINES

March 2019

### *Background*

The Admin. Team has been attempting to shape a dress code policy that will give some direction for parents and students while still respecting the differences within our community. It is a complex issue. It is the desire to live well as a Biblical, Christian community that is the driving force behind this. We are hoping that all sides can see the wisdom in this and take on an approach that will work.

### Guidelines

#### ***A Biblically Based Approach***

*Houston Christian School is committed to presenting a scriptural philosophy for the appearance, grooming, and dress of its faculty and students. We believe that this commitment helps create an atmosphere that promotes positive and appropriate behavior and attitudes, maximizes learning, and fosters life learning in Christian character, spiritual wisdom, knowledge, and understanding.*

*While God's Word does not specifically address our attire as Christians, there are scriptural principles that guide our appearance; among them modesty, avoiding the appearance of evil, not conforming to the pattern of this world, and others. The Saskatoon Christian School student dress code is based on the following principles and supporting scriptures:*

#### 1. Principle: Dignity

My appearance, grooming and dress should reflect a relationship with God. This means that I should wisely avoid styles that are inappropriate or are identified with individuals or groups that oppose God and/or scriptural truth. This also means that I should wisely dress in a way that others are attracted to the Christ-like character in me.

***"So that you may walk in a manner worthy of the Lord, to please Him in all respects, bearing fruit in every good work and increasing in the knowledge of God."***

**Colossians 1:10**

#### 2. Principle: Modesty

My appearance, grooming, and dress should demonstrate an example of purity to those who see me. This means that I should wisely dress in a way that is modest (i.e., that



does not call attention to my body.) This also means that I should not dress in a way that is sensual or might lead others to entertain impure thoughts or actions.

***“But among you there must not be even a hint of sexual immorality, or of any kind of impurity, or of greed, because these are improper for God’s holy people.”***

**Ephesians 5:3**

### 3. Principle: Humility

My appearance, grooming, and dress should demonstrate deference (i.e., setting aside my Christian liberty to dress in any way I want, and instead dress so as not to offend a brother or sister in Christ.) This means that I should dress in a way that is sensitive to the genuine concerns of other Christians in each of these areas.

***“Therefore, let us not judge one another anymore, but rather determine this, not to put an obstacle or stumbling block in a brother’s way.”*** Romans 14:13

The Guiding Principle: A strong Biblical foundation of dignity, modesty, humility

A” Ditty” to use as a tool at Home: *“Raise your hands, touch your toes, if anything shows, go change your clothes”* If in doubt, don’t wear it.

### **Basic Guidelines**

- no hats during worship and assembly
- clothing with the intent to show underclothing is not allowed including spaghetti straps, large open arm holes, low riding pants, etc.
- use the **ditty** for length and coverage (neckline) including covering spandex and leggings
- anything promoting illegal substances, alcohol, tobacco; including groups/symbols that promote immoral lifestyle and worldview, negative slogans/symbols/emblems is not allowed
- clothing that is too tight is in conflict with the Biblical modesty and therefore not allowed

There will be two applications of the policy:

- borderline – students will be asked not to wear that item anymore
- over the line – students will be asked to change or wear another piece of clothing over top

## CURRICULUM AND PROGRAM POLICIES

### EDUCATIONAL RESOURCE POLICY

#### Purpose

To provide guidelines for the selection of curriculum resource materials as they are chosen to support the mission and vision of the school. This includes, but is not limited to, the selection of textbooks, library resources, literature, films, and plays.

#### Policy

##### *Basis for selection*

All resource materials for student use shall be previewed and evaluated by staff, the program committee, and/or volunteers in the context of their appropriateness, potential, and worth.

##### *Materials should:*

- Creatively fit the aims and intent of the curriculum as outlined in course documents.
- Respect the intellectual, emotional and spiritual level of maturity, interests and needs of the students.
- Have the potential to engage and exercise students' powers of imagination.
- Lead students to a greater understanding of cultures and the world views motivating those cultures.
- Lead students to deeper levels of understanding of God, others, self, and humanity's role in culture.
- Have technical excellence and/or literary quality.
- Reflect an honest, penetrating, and valid perception of human life in the context of sinfulness and redemption.
- Be judged more in terms of overall themes and less in terms of a few specific instances of moral offensiveness.

##### *Some guiding questions:*

- Does it help advance the program?
- Does it contain overriding themes of life or themes of death, and if the latter, will it help us advance our program and a Christian worldview?
- Does it have explicit sex or nudity?
- Does it have a constant barrage of foul or blasphemous language
- If the materials are on the wrong side of any of these questions, they are not to be used.

##### *Criteria for Approval*

When reviewing any educational material for use in the school, the following criteria must be met:

- Language: Resources must contain minimal profanity, with special attention given to the use of God's name in a profane manner.
- Sexual Content: No sexual nudity or explicit sexual material.
- Violence: Content must not include excessive, graphic, or degrading violence.

- Humour: Humour must not be sexual, racist, sexist, or otherwise offensive.
- Substance Use: Materials must not glorify, encourage, or promote substance abuse.
- Themes: Resources may not include racist, sexist, or blasphemous themes.

#### *Approval Process:*

1. Staff are asked to make a discretionary judgment on resources in the context of the guidelines as listed above. If the staff member experiences uncertainty with regard to a particular resource material, the staff member is advised to consult the Principal.
2. All class sets of resource materials must receive the approval of the Principal prior to purchase. The staff member is asked to either orally or in writing justify the materials in the context of the above-listed guidelines.

#### *Appeals*

If a parent/guardian, member, student, or staff member has a difficulty or concern about a text or other curriculum material, he or she is encouraged to:

1. Address the matter with the staff member responsible for the course.
2. If the concern remains unresolved, the matter should be addressed with the Principal.
3. If the concern has to do with a legitimate personal, moral, or conscientious objection to the material, the staff member will attempt to find alternate material for the student to study independently.

## GRADUATION POLICY

### Courses and Course Selection

Gr. 11 & 12 students will be asked to make course selections for the following school year from a list of choices presented in the spring. The course list will vary from year to year as student interests and teacher expertise change. Of the courses offered, only those with sufficient student enrolment for the following year will be taught.

It is possible for a student to become a Secondary School Apprentice. A student accepted to that program is able to have his or her hours at work count for both credit towards high school graduation and credit towards the completion of apprenticeship requirements. To gain the benefit of the program, the student needs a job under the supervision of a journeyman apprentice. Ask the principal for further information.

### Graduation Requirements

In order to meet graduation requirements and be awarded a British Columbia Certificate of Graduation (Dogwood), students must earn a minimum of 80 credits to graduate. These must include 48 credits for required courses, a minimum of 28 elective credits, and 4 credits for Graduation Transitions—16 credits must be at the Grade 12 level.

Required Courses: Credits must be earned in the following subject areas:

- a Language Arts 10 (4 credits)
- a Language Arts 11 (4 credits)
- a Language Arts 12 (4 credits)
- a Social Studies 10 (4 credits)
- a Social Studies 11 (4 credits)
- a Mathematics 10 (4 credits)
- a Mathematics 11 or 12 (4 credits)
- a Science 10 (4 credits)
- a Science 11 or 12 (4 credits)
- a Physical and Health Education 10 (4 credits)
- an Arts Education and/or an Applied Design, Skill and Technologies 10, 11, or 12 (4 credits)
- Career Life Education (4 credits)
- Career Life Connections (4 credits)
- Indigenous Focused Course 11 or 12 (4 credits)
- 28 elective credits

In addition, the board of Houston Christian School requires all students to earn credits in Bible 10, Bible 11 and Bible 12.

## COURSE EQUIVALENCY AND CHALLENGE POLICY

### Background

From time to time, students from outside British Columbia enroll in Houston Christian School. Such students may have completed courses equivalent to British Columbia's Grade 10, 11 or 12 courses. As well, it may happen that these students (or students from within British Columbia) may be able to demonstrate significant prior learning not documented by any educational institution. The Ministry of Education permits students to apply for an Equivalency review or a Challenge review of their documented or undocumented prior learning.

### Policy

Houston Christian School will award credit for any prior learning determined to be equivalent to BC courses approved by the Ministry of Education for Grades 10, 11 and 12.

#### *Guidelines*

1. For the purpose of determining equivalency, comparison of courses may be based on factors such as:
  - comparison of learning outcomes
  - comparison of general subject matter
  - comparison of the depth or breadth of coverage of subject matter
  - comparison of assessment methods, instruments, and standards
2. To be deemed equivalent, a match of approximately 80% or more of the learning outcomes to a Ministry Gr. 10, 11 or 12 course must be made.
3. To request an equivalency review, a student must first show that relevant learning has been acquired from a classroom outside of British Columbia—e.g., a recommendation from a previous teacher, appropriate school work or other similar evidence.
4. To challenge a course, students must first present “compelling evidence” to demonstrate that he or she is likely to succeed in the challenge.
5. In considering the challenge, the principal and teachers may ask the student to use hands-on demonstrations, oral performances, interviews, written examinations, presentations of a collection of work or other appropriate assessment strategies.

### Procedures

1. A student must apply to the principal for an equivalency review or challenge review. He or she must provide all available documentation or accounts of the prior learning or present compelling evidence to be considered.

2. The principal will consider either type of request in consultation with one or more teachers. If the request is granted, the principal will ask two or more teachers to help undertake the review or the challenge.
3. If the review or challenge is successful, the principal will assign a percentage score for the course. If the course is awarded a mark of more than 50%, the course will be recorded on the student's transcript in the usual manner.
4. The principal will submit the approved course for funding to the Ministry of Education for the equivalent per-pupil funding of a 1-credit course.
5. The principal will file the relevant student documents in the student's personal folder.

## SCHOOL COMPLETION/EVERGREEN POLICY

### PREAMBLE

From time to time, special circumstances, such as cognitive or physical disabilities, may make it impossible for a student to meet the requirements of achieving the BC Dogwood Diploma. In such cases, Houston Christian School will follow this policy regarding the issuing of a School Completion Certificate.

### POLICY

School Completion (Evergreen) Certificates will only be issued to students with legitimate demonstrated need. The decision to put a student in an Evergreen Program will not be made prior to Grade 10, and will include the informed consent of the student's parent(s)/guardian(s). The principal must clearly describe to parents and students what an Evergreen Certificate is, as well as the difference between a Dogwood Diploma and an Evergreen Certificate.

Conditions that may qualify a student to work towards a School Completion (Evergreen) Certificate include:

1. Verification by a Psychologist, Physician or other medical or psycho-educational professional of ongoing health issues or impairment
2. Verification of mental health issues that are long-term in nature
3. Extenuating circumstances as determined by school staff and administration

In order for such conditions to qualify a student for a School Completion (Evergreen) Certificate Program, the conditions must be such that they preclude the student from completing the common curriculum requirements that would lead to a BC Dogwood Diploma.

Program modifications will be based on need and planned in conjunction with the parent(s) or guardian and student. Program modifications will be developed, monitored and assessed by the Inclusive Education Coordinator and relevant school staff.

School Completion programs will include the following components:

1. The student has an Individual Education Plan (IEP) and is enrolled in an educational program not designed to meet the graduation program requirements.
2. The student meets the learning outcomes contained in the IEP, along with relevant transition planning
3. The student meets the learning outcomes of Biblical Studies 10, 11 and 12, or a modified version thereof.
4. The student completes as many unmodified components of the BC curriculum as can be reasonably expected.

Note: School Completion (Evergreen) Certificates will not be issued to those students who are able but, through lack of effort or motivation, fail to achieve a BC Dogwood Diploma.

## IDS AND DISTANCE EDUCATION GUIDELINES

**October 2019**

### **IDS or Distance Education**

Students are required to have a course completion schedule that has been authenticated (signed) by themselves and their parents. They can simply use the course outline with dates affixed to steps along the way.

### **IDS**

Independent Directed Studies allow students to initiate, develop and complete their own course under the supervision of a teacher. An IDS course must be based on the learning outcomes of Ministry Authorized or board authorized courses.

IDS courses also require assignments or benchmark-type activities and steps with a schedule timeline for authenticating.

Students will build a “course” including:

- Core Competencies
- Big Ideas/Objectives
- Curricular Competencies (skills, strategies, and processes developed throughout the course)
- Content (theory, concepts, ideas, principles, facts)

The building of this course is part of the required hours and part of the knowledge and skills all students in IDS acquire.

Involvement in previous scheduled activities, i.e. volleyball, piano etc. can be used as partial hours for IDS activities if not getting credit elsewhere (as decided by overseeing teacher).

1) Activities (doing):

- table, list, chart, log etc. that can be authenticated, and evidence produced

## 2) Theory, concepts, ideas, principles

- reIEArch

### A Key Component

\*Show connection between the activities and the theory “How the activities are applications of the theory”



March 2019

Philippians 4:8 - *"...whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things."*

### *Background*

Houston Christian School is a faith-based learning community. Our community uses technology but recognizes that it changes the way we operate and interact. As a school community, we value "face to face" contact between members over virtual interactions within or outside our building. We want to prevent a screen from becoming an obstacle to a personal conversation or interaction. Our identities are defined by God and are not our virtual identities. There will be times that we need to disconnect from technology as we give our time in worship and praise of the One we value above all others. We value other ways of learning and want to include all new and old media in the way we experience learning.

### **Guidelines**

- Student Wi-Fi has been established. Students should access only material which is of educational value and which is consistent with the Christian worldview which is the shared value at HCS.
- Content filtering is applied to all Internet access at Houston Christian School. In instances where inappropriate content (sexual or violent imagery, or coarse language) is inadvertently accessed, it is the student's obligation to report the incident to a staff member.
- Students borrowing school equipment should sign it out if necessary, handle it with care and return it promptly. Students should not alter the operating systems or change the settings on devices they borrow. "They come back the way they went out." Student work needs to be stored on a USB Drive.
- Students may use personal devices in class time only with the expressed explicit permission of the classroom teacher and for the purposes outlined by that teacher.
- Students must avoid plagiarizing others' works by citing references and sources, and respecting copyright laws.

## SAFETY POLICIES

### EMERGENCY RESPONSE PLAN

#### Fire Alarm

- When the fire alarm is given, the teacher shall announce: “FIRE DRILL”. All instructions and activities shall cease, machinery shall be shut down, and other fire hazards shall be shut off.
- The teacher will instruct students to “STAND” and “LINE UP”—students must remain silent during the entirety of the fire alarm.
- The teacher shall take the class register/attendance from the Emergency Response Plan hanging on the clipboard by the classroom door.
- Teacher will leave lights on, but close classroom doors after exiting.
- The teacher shall lead students out of the school by the safest route—emergency exit plans are posted in the Emergency Response Plan clipboard and in every classroom.
- The teacher will then supervise the class out of the building in an orderly manner to the back playground area of the school.
- Once assembled at the meeting point, the teacher shall check the names and numbers of students—if any are found missing or if there are additional students, the teacher shall report this to the office administrator, who will be located by the tetherball play structure. Once it has been determined that all staff and students have safely evacuated the school building, the office administrator will let the principal know “all present.”
- The Principal will make every effort to ensure no students remain in the school.
- During an actual fire, the principal will call 911 for the Fire Department, and provide details of the fire. The principal will also inform the fire department of the names, ages, and possible locations of any unaccounted for students/staff.
- The Office Administrator will ensure that EpiPens are taken along outside during drills.

FIRE DEPARTMENT: 911

#### Earthquake Response Plan

- Teachers shall prepare the class by discussing safe places to go during an earthquake. These include: under a sturdy piece of furniture—in the case of a classroom, under a desk is ideal. If there is no desk available, go next to an INTERIOR WALL and do the following INSTRUCTIONS:
  - Drop to the ground
  - Cover your head and neck with your arms
  - Crawl to the safe place
- Teachers shall announce: “DROP, COVER, HOLD ON!”
- Stay in the safe position until an “ALL CLEAR” is announced by either the Principal or the Teacher—do not move until the person in authority determines it is safe to exit the building. There may be AFTER SHOCKS. (During a drill, students should hold in place for a minimum of 60 seconds.)
- As soon as it is determined to be safe to evacuate the building, teachers will follow the same directions as a FIRE ALARM.

## Lockdown Procedures

- Teachers shall prepare the class by discussing safe places to go during an earthquake. These include: under a sturdy piece of furniture—in the case of a classroom, under a desk is ideal. If there is no desk available go next to an INTERIOR WALL and do the following INSTRUCTIONS:
  - Drop to the ground
  - Cover your head and neck with your arms
  - Crawl to the safe place
- Teachers shall announce: “DROP, COVER, HOLD ON!”
- Stay in the safe position until an “ALL CLEAR” is announced by either the Principal or the Teacher—do not move until the person in authority determines it is safe to exit the building. There may be AFTER SHOCKS. (During a drill, students should hold in place for a minimum of 60 seconds.)
- As soon as it is determined to be safe to evacuate the building, teachers will follow the same directions as a FIRE ALARM.

## Evacuations

- Use the Fire Alarm to evacuate all students and staff.
- Teachers will follow the same directions as a FIRE ALARM.
- If required to evacuate the premises, students will walk to the Christian Reformed Church.
- Once assembled at the meeting point, the teacher shall check the names and numbers of students—if any are found missing or if there are additional students, the teacher shall report this to the office administrator.
- Students/Staff will not re-enter the building until an “All Clear” is given by the principal.

## Disaster Plan – Shutting off the Utilities

### Water

1. **Elementary Side:** In the staff lounge, room 5, open the locked door on the east side of the room; go down the stairs into the furnace room. A handwritten sign, “Water Main Shut Off,” points to a blue handle on the pipe. Turn the handle 90 degrees down to shut off the water.
2. **Science Room:** Enter the locked science storage room, turn left into the janitorial storage room, open the trap door and go down the steps. The shut-off is about 10 meters east of the entrance, under the office. Turn the tap clockwise to shut off water to the bathrooms above, science room sinks, and the high school side.
3. **High School Side:** Go through the Janitor’s room to the back electrical room. Turn on the crawl space light (by the entrance on the wall about 2 feet above the trap door). Once in the crawl space, the water shut-off is on your right. It’s marked by a handwritten sign, “High School Water Shut off”. Look for a blue handle and turn it 90 degrees down to shut off the water.

### Electricity

Go through the Janitor room to get into the electrical room. The main switch with a green knob on the handle is to the left and is marked by a hand-written sign, “Main Power Shut Off”. Pull it down to shut off all the electricity in the building.

### Natural Gas

1. Elementary Side: Find the natural gas meter inside the fence on the east side of the elementary wing. A crescent wrench is needed to turn off the main valve. It is hanging on the side of the white first aid cabinet in the staff kitchen.
2. High School Side: Find the natural gas meter outside on the east side of the gym about 4 meters to the north of high school entrance. The crescent wrench hanging in the staff room on the white first aid cabinet will be needed to turn off the main valve.

\*If the need arises to evacuate the property due to a disaster, students will be brought to the Christian Reformed Church at 1959, Goold Rd., for safety and parent pickup.

### Missing Students

- Check with the school office to see if the student's absence has been noted and accounted for.
- Notify the Principal that the student is missing.
- The principal will talk to staff and students to obtain the following information, if possible:
  - Where/when the student was last seen.
  - Who did the student talk to before they went missing.
- The principal will organize a thorough search of the school.
- The office administrator will check school records to determine who has legal custody of missing student and any emergency contacts.
- The office administrator will contact parents/guardians to determine if they know the whereabouts of the student.
- If the whereabouts of the students cannot be determined, the principal will call 911 for police assistance.
- If the student returns, the office administrator will re-notify all parties involved.

### FIELD TRIP POLICY

Adopted October 2021

#### **PREAMBLE**

Field trips and off-campus events are valuable learning activities that can be helpful for achieving the aims of a specific course or some element of the larger school program. They provide concrete background experience, connect learning to life, and offer opportunities to build community. HCS staff are encouraged to seek out meaningful external learning experiences for their students.

The athletic program also requires teams to travel, and certain courses have a regular off-site component (e.g. Outdoor Ed). Team or class trips arising from athletics or special courses will

not be considered school field trips under this policy; however, the usual safety and propriety concerns will apply.

## **POLICY GUIDELINES**

1. When initiating plans for a field trip, teachers must consult with other teachers whose classes or teaching schedule may be affected by the field trip before choosing any specific dates or publicizing plans.
2. Teachers must present plans for all field trips to the principal for approval. Plans for major non-athletic trips (e.g. Grad trip) are to be included in the Principal Report to the Board.
3. Plans for athletic trips (e.g. to zone or provincial tournaments) will be developed by the coach, Athletic Director, and Principal as the possibilities occur.
4. Appropriate arrangements for students not participating in the planned trip must be made (i.e. the students not going on the trip are not simply to receive a school holiday).
5. Adequate supervision must be confirmed, usually at least one adult for every ten students (more adults are prudent with younger students).
6. Supervision must aim to maintain proper student discipline. The usual school rules should generally be applied. Away from campus, students represent Houston Christian School as ambassadors of Christ. Parents will be notified as soon as possible of any serious disciplinary matter and, if necessary, arrangements to send the student home will be initiated.
7. Appropriate sleeping arrangements for overnight stays must be pre-arranged with genders separated.
8. An appropriate itinerary and schedule of activities must be distributed to students, parents and teachers prior to leaving. If the event is over a Sunday, appropriate Sunday activities need to be planned.
9. When driving conditions are poor or dangerous (e.g., freezing rain, icy roads, avalanche danger), the teacher in charge should readily decide to stop and proceed when conditions are safe (e.g. several hours later or the next day).
10. Financial arrangements for field trips must be worked out beforehand since there is no budgetary provision for field trips.
11. The line of authority for field trips extends from the Board to the Principal to the teacher in charge.

## **POLICY PROCEDURES**

1. Parents will be asked to sign a field trip release form at the beginning of each new school year for all the field trips during the year that are not overnight or have inherent safety risks.
2. Teachers must inform the parents of their students about minor field trips (e.g. educational purpose, time frame, necessities for the trip). Ways this can be done include

sending a note home with the students, emailing the students' parents/guardians, and sending a message via the school app.

3. Field trips that are more substantial in terms of distance, duration, or potential risk require an additional permission slip and a detailed itinerary that lays out proper arrangements for things such as sleeping arrangements, eating plans, and activities.
4. Teachers must present plans for possible field trips to the Principal and other teachers who may be affected. If deemed appropriate, the Principal will include the plans and likely itinerary in the Principal Report for review by the Board.
5. Teachers generally need to collect the required funds in advance of the trip and deposit the funds with the school bookkeeper.
6. Coaches must inform parents about the likely team travel schedule by means of a note sent home with the students at the beginning of the playing season or via a digital messaging method. Coaches may require that parents acknowledge receipt of the note by phone or another method. Information about zone and provincial tournaments can be sent later in the season.
7. The Rules of Conduct for the school van (see HCS Transportation Policy) apply to all off-campus activities in which the school van is used for transportation. (These Rules of Conduct also apply to riding on a bus or riding along with volunteer drivers.)
8. Teachers must ensure that all legally necessary and wise safety procedures are enforced when travelling off the school campus. Students may not use alcohol, tobacco, vape products, marijuana, or illegal drugs.

#### **SAFETY MEASURES FOR OFF-CAMPUS TRIPS**

1. Cell phones will be taken along on off-campus trips so that staff on the trip can maintain communication with staff at school in the event of a time delay, an emergency or accident, and to confirm time of arrival/departure.
2. A school-provided first aid kit must be taken along on all field trips.
3. Prior to the field trip, the staff member organizing the trip must obtain from the office administrator a list of emergency contacts and any relevant medical or legal information for participating students. The office administrator will also inform the organizing staff member of any special medications that need to be brought on the trip.
4. Sufficient adult supervision must be arranged for all field trips.
5. Students with diverse abilities or disabilities or medical alerts need the necessary supports in place to attend (i.e. IEA present, parent participation, emergency supplies, etc.)
6. When appropriate, the following may also be required for certain field trips:
  - a. Parental notification and consent
  - b. Passenger list for each vehicle in use
  - c. Certified first-aid attendant
  - d. Certified lifeguard
  - e. Secondary emergency vehicle
  - f. Wildlife inhibitors (i.e. bear spray)

- g. Satellite phone or radio phone (for higher risk activities in areas with no cell service)

#### 7. During an Emergency

- The trip leader/organizing staff member informs the principal immediately of any serious incident.
- The school notifies parents via phone call or app message (depending on the severity of the emergency).
- The message to parents will:
  - Convey only verified and essential facts
  - Provide instructions for parents
  - Indicate where and when they can meet up with/pick up their child.
- The principal and the office administrator will manage the flow of information, ensuring consistent and accurate messaging.
- In the event of a serious incident or emergency during a school trip that may require reporting under Ministry of Education and Child Care guidelines, the Principal will notify the Ministry as soon as reasonably possible. This includes any incident involving significant injury, safety concerns, emergency services involvement, or circumstances that may affect the well-being of students or the operation of the school.

#### 8. Student Release

- Students will only be released to parents/guardians and authorized individuals on the emergency contact form.
- The school will record the name of any individual who picks up a student other than their parent or guardian.
- The school will maintain supervision of students who cannot be immediately picked up.

## STUDENT SUPERVISION POLICY

### Purpose

As part of ensuring that HCS continues to be a safe and caring school, the board and administration will maintain an effective supervision program.

Accountabilities: The School Administration is responsible for delegation and documentation of specific supervision responsibilities, including scheduling and communicating with supervisors.

### Procedure

In order to fulfill the requirements of the School Supervision Policy, the following supervision procedure will be followed by the staff/volunteers at HCS:

8. Scheduling:

- a. Supervisors will be scheduled by the principal and the IEC coordinator. Schedules will be posted in the Staff Room and will be reviewed regularly
- b. Supervisors will be pulled from the pool of Staff Members and Volunteers. The principal will ensure that staff members' responsibilities are shared fairly.
- c. Supervision Volunteers must meet the requirements of a volunteer (i.e. criminal record check). The principal is responsible for the regular review of this during the scheduling process.

2. Supervision Times Provided at HCS:

- a. Prior to school (8:00-8:25):
  - There is adult outdoor supervision provided.
- b. During Elementary Recess (10:15 – 10:35)
  - There is adult outdoor supervision provided. Additional monitoring for children who require extra support is also provided.
- c. During Lunch Hour (12:05-12:35):
  - There is adult outdoor supervision provided. Additional monitoring for children who require extra support is also provided.
  - High-School: Gym and foyer supervision is provided during the noon break.
- d. After School:
  - A staff member will supervise students getting on the busses using a roll call sheet. If the supervisor is aware of students still needing to get on the bus the busses may be momentarily delayed.
  - All elementary students waiting to be picked up, will remain behind the fenced area/ log dividers at the front of the school until their ride arrives. The bus supervision person watches for any concerns in this area.
    - Students who remain after school, (to watch sporting events, to wait for a sibling to complete participation in extracurricular activities, or for other reasons not involving participation in extracurricular activities) will not be supervised by the school.
- e. HCS does not provide supervision for students outside of the hours mentioned above unless they are at the school specifically for a school sponsored event.

3. Supervisor Responsibilities:

- a. All outside Supervisors will wear safety vests to identify them as Supervisors. Vests are equipped with emergency plans for students with serious health concerns.



- b. Students who have specific health needs (e.g., diabetes) are expected to check in with supervisors.
- c. Supervisor communicates incidents to classroom teacher/aides (Ouch reports; discipline action)
- d. Supervisors will be familiar with the following School Policies and Procedures and ensure that they are followed appropriately:
  - Bullying Policy
  - Lockdown Policy and Procedure
  - Accident and First Aid Reporting Policy and Procedure
  - Playground Safety; No Forceful Contact; Playground boundaries and restrictions
  - Discipline Policy and Procedure
  - Dress Code Policy and Procedure

#### 4. Controls, Records and Review (if it isn't documented, it didn't happen)

- a. This policy and procedure will be reviewed and signed off by supervisors as part of the August/September Policy and Procedure review program at the start of each School Year.
- b. Records will be kept by the administration, in the office, for the duration legally required.

## ANAPHYLAXIS POLICY

### *Preamble*

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

*Houston Christian School recognizes that it has a duty of care to students who are at risk from life-threatening allergic reactions while under school supervision. The school also recognizes that this responsibility is shared among the student, parents, and health care providers. The purpose of this policy is to minimize the risk to students with severe allergies to potentially life-threatening allergens without depriving the severely allergic student of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school. This policy is designed to ensure that students at risk are identified, strategies are in place to minimize the potential for accidental exposure, and staff and key volunteers are trained to respond in an emergency situation.*

### Policy

While Houston Christian School cannot guarantee an allergen-free environment, school administration will take reasonable steps to provide an allergy-safe and allergy-aware environment for students with life-threatening allergies.

Procedures to deal with anaphylaxis including:

1. a means of identifying anaphylactic students;
2. a record with information relating to the specific allergies for each identified anaphylactic student;
3. an education plan for staff, students and key volunteers to assist anaphylactic students;
4. an emergency procedure plan, to be reviewed annually, for each identified anaphylactic student;
5. procedures for storage and administering medications, including procedures for obtaining preauthorization for employees to administer medication to an anaphylactic student;
6. a process for monitoring and reporting information about anaphylactic incidents.

## Anaphylaxis Procedures

### 1. Symptoms of Anaphylaxis

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

- **Skin:** hives, swelling, itching, warmth, redness, rash
- **Respiratory (breathing):** wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing
- **Gastrointestinal (stomach):** nausea, pain/cramps, vomiting, diarrhea
- **Cardiovascular (heart):** pale/blue colour, weak pulse, passing out, dizzy/light-headed, shock
- **Other:** anxiety, feeling of “impending doom”, headache, uterine cramps in females

Because of the unpredictability of reactions, early symptoms should never be ignored, *especially if the person has suffered an anaphylactic reaction in the past.*

Anaphylaxis can occur with or without hives.

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

The following symptoms may lead to death if untreated:

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

## 2. Identifying Individuals at Risk

At the time of registration or re-registration, parents are asked to report on their child's medical conditions, including whether their child has a medical diagnosis of anaphylaxis. *A physician's diagnosis is required for the school to appropriately treat an anaphylactic student.* Information on a student's life-threatening conditions will be recorded and updated on the student's Permanent Student Record annually.

It is the responsibility of the parent/guardian to:

- Inform the school office when their child is diagnosed as being at risk for anaphylaxis.
- In a timely manner, complete medical forms and update the HCS Student Emergency Plan Form, which includes a photograph, description of the child's allergy, emergency procedures, contact information, and consent to administer medication.
- With parental permission, the Student Emergency Plan will be posted in key areas such as the staff room.
- Provide the school with updated medical information at the beginning of each school year, and whenever there is a significant change related to their child.

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

## 3. Record Keeping – Monitoring and Reporting

For each identified student, the school office will keep a Student Emergency Plan on file. It is the school offices responsibility for collecting and managing the information on students' life-threatening health conditions and reviewing that information annually to form part of the students' Permanent Student Records.

At the beginning of each school year, the First Aid Attendant will check all student EpiPens to confirm their expiry dates. Any EpiPen that is expired or will expire during the school year must be reported to the school office, and the office will notify the parent or guardian to arrange for a replacement.

At the start of the school year, the Principal will meet with each classroom teacher who has a student requiring an EpiPen. Teachers will be instructed to ensure the EpiPen is accessible to the student at all times, including during field trips, off-site activities, and emergency drills.

During the opening staff meeting, the Principal will direct all staff to review the Medical Alert Forms. Staff members are required to familiarize themselves with all relevant medical information before the school year begins.

## **4. Emergency Procedure Plans**

### **a) Student Level Emergency Plan**

The school office must ensure that the parents and student (where appropriate), are provided with an opportunity to meet with designated staff, prior to the beginning of each school year or as soon as possible to develop/update an individual Student Emergency Plan. The Student Emergency Plan must be signed by the student's parents.

The Student Emergency Plan will include:

- the diagnosis
- the current treatment regimen;
- who within the school community is to be informed about the plan – e.g. teachers, volunteers, classmates;
- current emergency contact information for the student's parents/guardian;
- information regarding the parent's responsibility for advising the school about any change/s in the student's condition; and

### **b) Campus Emergency Plan**

The Campus Emergency Plan, includes:

- i. Administer the student's auto-injector (single dose) at the first sign of a reaction. The use of epinephrine for a potentially life-threatening allergic reaction will not harm a normally healthy child if epinephrine was not required. Note time of administration.
- ii. Call 911
- iii. Contact the child's parent/guardian
- iv. If parents have made one available, a second auto-injector may be administered within 5 to 15 minutes after the first dose is given only IF symptoms have not improved (i.e. the reaction is continuing, getting worse, or has recurred).
- v. If an auto-injector has been administered, the student must be transported to a hospital, whether or not symptoms have diminished.
- vi. One person stays with the child at all times.
- vii. One person goes for help or calls for help.

The school office, or designate, must ensure that emergency plan measures are in place for scenarios where students are off-site (e.g. bringing additional single dose auto-injectors on off-campus activities).

## **5. Provision and Storage of Medication**

Children at risk of anaphylaxis who have demonstrated maturity should carry one auto-injector with them at all times and have a back-up auto-injector stored at the school in a central, easily

accessible, unlocked location. For children who have not demonstrated maturity, their auto-injector(s) will be stored in a designated location(s).

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

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

- to provide the appropriate medication (e.g. single dose epinephrine auto-injectors) for their anaphylactic child;
- to inform the school where the anaphylactic child's medication will be kept (i.e. with the student, in the student's classroom, and/or other locations);
- to inform the school when they deem the child competent to carry their own medication/s (children who have demonstrated maturity, usually Grade 1 or Grade 2, should carry their own auto-injector), and it is their duty to ensure their child understands they must carry their medication on their person at all times;
- (optional) to provide a second auto-injector to be stored in a central, accessible, safe but unlocked location;
- to ensure anaphylaxis medications have not expired; and to ensure that they replace expired medications.

## **6. Allergy Awareness, Prevention and Avoidance Strategies**

### **a. Awareness**

The school office should ensure:

- That all school staff and persons reasonably expected to have supervisory responsibility of school-age students and preschool age children participating in early learning programs receive training annually, in the recognition of a severe allergic reaction and the use of single dose auto-injectors and standard emergency procedure plans.
- With the consent of the parent, the campus principal and the classroom teacher must ensure that the student's classmates are provided with information on severe allergies in a manner that is appropriate for the age and maturity level of the students, and that strategies to reduce teasing and bullying are incorporated into this information.
- Posters which describe signs and symptoms of anaphylaxis and how to administer a single dose auto-injector may be placed in relevant areas.

### **b. Avoidance/Prevention**

Individuals at risk of anaphylaxis must learn to avoid specific triggers. While the key responsibility lies with the students at risk and their families, the school community will participate in creating an "allergy-aware" environment. Special care is taken to avoid

exposure to allergy-causing substances. Parents are asked to consult with the teacher before sending in food to classrooms where there are food-allergic children. Given that anaphylaxis can be triggered by minute amounts of an allergen when ingested, students with food allergies must be encouraged to follow certain guidelines:

- Eat only food which they have brought from home unless it is packaged, clearly labeled and approved by their parents (Elementary parents)
- Wash hands before and after eating.
- Not share food, utensils or containers.
- Place food on a napkin or wax paper rather than in direct contact with a desk or table.

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

## **7. Training Strategy**

At the beginning of each school year, a training session on anaphylaxis and anaphylactic shock will be held for all school staff.

Efforts shall be made to include the parents, and students (where appropriate), in the training.

The training sessions will include:

- signs and symptoms of anaphylaxis;
- common allergens;
- avoidance strategies;
- emergency protocols;
- use of single dose epinephrine auto-injectors;
- identification of at-risk students (as outlined in the individual Student Emergency Procedure Plan);
- emergency plans; and
- Participants will have an opportunity to become familiar with an auto-injector device and are encouraged to review the auto-injection process throughout the year, especially if they have a student at risk in their care.

## **HARASSMENT AND BULLYING PREVENTION POLICY**

### **Purpose**

At Houston Christian School, we are committed to providing a safe, secure, and caring environment where all students and staff are treated with dignity and respect. This policy on harassment and bullying establishes expectations for behavior, promotes understanding, and provides guidance for preventing, reporting, and addressing incidents. Its aim is to help

maintain a supportive and orderly school community where everyone can learn, grow, and thrive free from harassment, intimidation, or harm.

## Harassment

- All students and all school employees are expected to conduct themselves with respect for the dignity of others.
- Sexual harassment includes making unwelcome sexual advances, engaging in improper physical contact, making improper sexual comments or otherwise creating an intimidating, hostile or offensive school environment.
- Students should report inappropriate student conduct or contact to a staff member, principal or parent.
- If there are concerns about the conduct or physical contact of an adult employed by the school or by a member of the public, students should immediately report this concern to a trusted staff member, principal or parents.

## Bullying

Bullying is currently a volatile issue in our society. Bullying is in the headlines and many experts have given quick fix solutions to this issue. However, bullying is a very complex social interaction and occurs at every level of life and in every culture. We do not want to be blind to the fact that it can happen in our school and in our families and, often, even in our churches. In our attempt to provide a safe, secure and caring school environment it is important to be able to clarify what we mean when we use the word bullying. Bullying is usually defined as

1. verbal or physical aggression that is
2. repeated over time,
3. involves a power difference - where one individual has more power than another and
4. discrimination against race, colour, disabilities, gender, gender identity and expression, religious beliefs, sexual orientation, ancestry, or national origin

Bullying as defined above, as well as retaliation against a student who has made a complaint against a bully, will not be tolerated at HCS and will be dealt with in an appropriate manner. Power differential is the most important element in bullying incidents. A student that has more power than another often uses it to elevate their own social status. Bullying comes in all forms: verbal taunting, physical violence, excluding the "other" in a social relationship, online comments putting another down, talking negatively about another's behavior, clothing, etc. The Bible speaks much about the misuse of power. In the Old Testament God continually shows his concern for the alien and stranger (bullies often pick on those who are "strange", different from us...), the widow, the outcast, the downtrodden, the poor. Justice for the victim is a huge theme in God's story.

Jesus recognized the bullies in his culture: those who had physical and social and spiritual power and how they used it to put down and keep others down. Jesus resisted the temptations of Satan and even of his disciples to use his power to accomplish his purposes. Jesus is God and yet laid aside power to bring redemption: "Your attitude should be the same as that of Christ Jesus; Who, being in very nature God, did not consider equality with God something to be

grasped, but made himself nothing, taking the very nature of a servant...he humbled himself and became obedient to death- even death on a cross!" Phil. 2.5-8

We need to recognize that not every altercation between students is bullying. A fight or a one-time aggressive verbal or physical altercation or some "drama" between students is not considered bullying. Children can do mean things to each other that may not be bullying. AT HCS, if we see a child being mean, we will intervene. ("If it's mean, we will intervene.") But let us be slow to label every negative incident as bullying or every mean incident as perpetrated by a bully.

Bullies can be categorized into five categories:

1. the physical brute acting out of malice (we often seen characterized in cartoons or movies);
2. a student who tries to act tough but is a bit clueless and may not do it out of malice;
3. bully-victims- those who bully others and but are also victims of other bullies;
4. the socially popular student who uses their power to put and keep others down (kids often bully when they can gain social status- they will bully for social gain...);
5. the Facebook bully - a person who is mean online but not in person.

There are some who demand zero tolerance for bullying and want automatic banishment for bullies. Yet we recognize that power is present in all of our relationships and that brokenness in our relationships means that we can expect brokenness in the use of power. Mean words and conflicts will happen in our school. But we will not bully or use our power to exclude bullies from our community. There will be consequences to negative behavior, but we will offer opportunities for healing and restitution and restoration.

In summary, bullying can be present in Christian schools, communities, and relationships. We are broken people in need of grace, but often we do not offer grace to those weaker than us. However, let us be cautious in labeling others and in immediately seeking vengeance and punishment. Ultimately, we want the grace of Jesus to allow for restitution and healing in our brokenness.

## What can students do?

- Respect others: "Treat others as you want to be treated."
- Recognize that you have power. Don't use your social or physical power to put others down.
- Realize that most meanness is not bullying.
- If you see someone being mean or being bullied, safely intervene. Try to safely stop it. Or find someone you trust who can stop it. Remember that most bullying is done in front of other kids, not adults. You don't have to be a bystander.
- Don't label anyone as a bully. They may not be.
- If you think you are being bullied, talk to a trusted adult.
- If you are being bullied online, you can ask the website to take down the offensive material. Get a copy of the offensive material. Talk to a trusted adult.
- If you think you are being bullied, get witnesses and/or copies of the offensive material and give it to a trusted adult.

## What can parents do?



- Recognize that many times kids will not report things to their parents out of fear that the parents will overreact which will create even more problems.
- Recognize that it is our responsibility to raise our children but that kids need freedom to figure out their own troubles. Not every altercation your child has is bullying.
- Recognize that bullying is complex and not clear cut so gather information if you suspect your child is being bullied or may be bullying.
- Recognize that your child may be a bully or perhaps a bully-victim or perhaps even a "Facebook bully". Our children are sinful.
- Don't label any other child as a bully.
- Don't jump to conclusions. Childhood and teenage conflict may be just that - a conflict, a drama, and not bullying.
- Listen. Ask lots of questions. Document behavior and incidents that show this may not be a one-time event but a bullying behavior.
- Don't jump to conclusions: it is imperative that you and the school take its time in gathering all the information of what is usually a complex issue in which denial and accusations are common.
- Monitor online behaviour...you need to talk with your child about online security and know what is going on online.
- Recognize that most students would rather be suspended from school than have their Facebook account suspended.

### What can staff do?

- See parent section above. Apply the same. We are working with parents in educating their child.
- Listen.
- Encourage positive behaviours.
- Make school a safe and happy place for students.
- Don't label any child as a bully.

### What can administration do?

- Listen to students and parents and staff.
- Encourage school routine that reduces drama and power abuse.
- Take seriously any complaint about mean conflict or drama.
- Seek restitution and restoration of relationships.
- Involve students, staff and parents in the process as appropriate.
- Create awareness of the issue of bullying and keeping the school a safe place to learn and grow.

### Consequences and Restoring Relationships

At HCS, we know that students sometimes make choices that hurt others or disrupt the community. When this happens—whether it is bullying, harassment, intimidation, threatening or violent behaviour, or harassment or bullying online—we take it seriously. How we respond depends on the situation, including the student's age, maturity, and any special needs or abilities. Our approach is not only to address the behaviour but also to help the student learn from it and repair the harm done. We focus on guidance, support, and opportunities for reconciliation, helping students understand the impact of their actions and rebuild trust. At the same time, we ensure the school remains a safe, caring, and inclusive place for all.

Sources: NIV Bible; Sticks and Stones by Emily Bazlon; The Bully, The Bullied, and The Bystander by Barbara Colorossa

## CHILD ABUSE REPORTING POLICY

*amended October 2021*

*amended November 2023*

It is a sad reality in our society that children are abused. As Christian schools, we have the moral responsibility and Christian duty to ensure that each child within the care of the school can develop a healthy life within a caring and loving Christian community environment, without the unwanted intrusion of child abuse. This document provides guidelines for Christian independent schools to develop such policies and procedures that are both consistent with provincial laws and guidelines and the requirements and principles of God's Word.

Consequently, the goals of the policies and guidelines recommended in this document include:

1. Protecting all children using the school facilities from all forms of abuse, especially sexual abuse.
2. Protecting individuals who interact with children on behalf of the school authority, both volunteer and paid staff, from false allegations of child abuse.
3. Protecting the integrity of the school and its authority.
4. Upholding the honour and glory of the Lord.
5. Reporting alleged cases of child abuse according to the laws of British Columbia.
6. Supporting victims of child abuse in a Christian manner.

Therefore, it is recommended that a school's child abuse policy include measures to protect all children participating in the school from all forms of child abuse, including physical and emotional abuse, sexual molestation, exposure to sexually explicit materials, etc. It is also recommended that such a policy encourage all employees and volunteers associated with children to avoid even the appearance of such conduct in order to prevent any potential misunderstandings that may give rise to false accusations against an individual interacting with the children. When describing any violation of such a policy, it is recommended that this involve activities that are explicitly outside the scope of responsibility, duties or activities of the school.

Furthermore, parochial schools (church operated) are advised to develop an all-encompassing policy that describes roles, obligations, and responsibilities for all personnel involved in the various church ministries and organizations that are operated under the parochial authority.

Increasingly, Christian school leaders have recognized the importance of being intentional and proactive in connecting with public agencies in their community. In British Columbia, the Ministry for Children and Families has the specific mandate and authority to deal with matters of abuse. This means you should be in contact with them now – long before there is an allegation to deal with.

As offices for the Ministry of Children and Families are often understaffed and therefore

do not have outreach teams, it will be upon the initiative of each school to make contact with them by proactively calling the office to request the following:

- a meeting to make personal links
- MCF presentation to staff on child protection and parameters of duty to report
- assistance with establishing protocols about possible allegations against staff
- information on how the Ministry assists schools with interviews and allegations
- development of an avenue for consulting when scenarios arise
- development of a relationship between the school counsellor/admin and line worker
- establish what collaboration will look like between the school and office

## RECOMMENDED POLICY AND PROCEDURE FOR REPORTING AND MANAGING CHILD ABUSE

### *Statements of Principle*

The following basic principles are fundamental to this policy and serve to provide guidance where the policy does not address a particular matter:

- a) The response of the Christian school to child abuse should be one of obedience to both the Word of God and the instituted civil authorities in a spirit of justice, mercy, compassion and healing.
- b) Protection of the child is paramount. If there is any doubt regarding the necessity of reporting alleged child abuse, the protection of the child should take precedence.
- c) Primary responsibility for ensuring the safety and well-being of the child lies with the child's parents or guardians.
- d) Sin corrupts the relationship between children and parents/guardians or other adults. The Christian school must recognize that it is not immune to the problems of child abuse.
- e) The State has the authority from God to intervene in the relationship between children and parents/guardians or other adults, only where parents or guardians are unable or unwilling to ensure the safety and well-being of the child or when assistance is requested by the family. The State also has the authority from God to use the means at its disposal where necessary to protect the child from abuse.
- f) The Christian school is responsible for providing support for the abused child where the parents or guardians are unable or unwilling to ensure the well-being of the child.
- g) The Christian school should cooperate with the instituted authorities when dealing with problems of child abuse.
- h) The focus of the Christian school should be the prevention of child abuse.

### *Glossary of Terms*

#### **Appointed School Official**

A person appointed by the School Authority to perform a duty or duties described in this policy.

**Counselor**

A person or agency appointed by the Church or School Authority to provide counseling (e.g., a trained counselor, pastor, teacher). The board president and principal will appoint counselors from its school community according to the needs of the situation.

**Independent School or School**

An Independent School as defined in the *Independent School Act*.

**Parent(s)**

- a) the mother or father of a child
- b) the person legally entitled to custody or guardianship of the person of the child; or
- c) the person with whom a child resides and who stands in the place of the child's mother or father.

**Principal**

The teacher responsible for administering and supervising an independent school in accordance with the definition in the *Independent School Act*.

**School Authority**

That entity as defined in the *Independent School Act* that operates an independent school.

**It's Everyone's Legal Duty to Report**

Everyone who has reason to believe that a child has been or is likely to be physically harmed, sexually abused or sexually exploited by a parent or other person or needs protection in the circumstances described in section 13(1)(d) to (k) of the *Child, Family and Community Service Act*, is legally responsible under section 14 of that Act, to report promptly to a child protection social worker. In British Columbia a child is anyone under the age of 19 (see page 18, *The BC Handbook for Action on Child Abuse and Neglect*).

**What is Child Abuse and Neglect?**

Child abuse and neglect occurs with alarming frequency. As public awareness of the subject has grown, so has the number of reported and confirmed cases. The following definitions are adapted from *The BC Handbook for Action on Child Abuse and Neglect (1998)*.

**Physical Abuse**

The deliberate, non-accidental physical assault or injury by an adult or significantly older or

more powerful child that results in, or is likely to result in, physical harm to a child.

### **Sexual Abuse**

The use of a child for sexual gratification by a person in a position of trust and/or authority, or by a significantly older or more powerful child. It includes sexual touching, menacing or threatening sexual acts, obscene gestures, or deliberate exposure of the child to sexual activity or material. A pattern of destructive behaviors or verbal attacks by an adult on a child. Typical behaviors may include rejecting, terrorizing, ignoring, isolating, humiliating, insulting, scapegoating, exploiting or corrupting a child.

### **Neglect**

The failure to provide for a child's basic needs, food, clothing, adequate shelter, supervision and medical care. Neglect is the form of abuse most frequently reported to the Ministry for Children and Families.

### **Sexual Exploitation**

Includes permitting, encouraging or requiring a child to engage in conduct of a sexual nature for stimulation, gratification or self-interest of another person; prostitution; or production of material of a pornographic nature.

### **Emotional Abuse**

A pattern of destructive behaviours or verbal attacks by an adult on a child. Typical behaviors may include rejecting, terrorizing, ignoring, isolating, humiliating, insulting, scapegoating, exploiting or corrupting a child.

## **Standards of Conduct**

### **Prohibited Actions**

To achieve the goal of preventing any form of child abuse or potential of false allegations of child abuse, employees or volunteers interacting with children shall not engage in any of the following conduct:

- a) Abusing a child, including child sexual abuse;
- b) Sexually exploiting, harassing or molesting a child;
- c) Disseminating, exhibiting or displaying sexually explicit material to children;
- d) Hitting, kicking, slapping or shoving a child;
- e) Selling, giving or furnishing any child with any tobacco substance, alcohol or controlled drug;
- f) Swearing or using obscene, foul or sexually explicit language in the presence of a child;
- g) Demonstrating any romantic or sexual interest in a child;
- h) Removing any dress or clothing from any child, except when appropriately required under necessary circumstances and then in the presence of another adult whenever possible;
- i) Wearing anything but modest, appropriate attire in the presence of a child;
- j) Inappropriate kissing of a child;
- k) Extended or inappropriate hugging or embracing of a child;
- l) Sleeping in the same bed or bedding with a child;
- m) Assisting a child in the restroom, unless reasonably necessary and then in the presence of another adult. Children should be given as much privacy in the washroom as possible. Enter a washroom stall only when necessary to assist the child, keeping the stall door open;
- n) Denying anyone, who is not a threat to a child, access into a room, vehicle or other place where

- you are present with a child;
- o) Diaper changing should not take place in such a way that no other nursery worker or adult can readily see the child being changed;
  - p) Remaining alone in any building, room, motor vehicle or private place with a child, unless in accordance with the guidelines stated below.

### **Private Conversation Guidelines**

In keeping with our goal to prevent child abuse or false allegations of child abuse, it is recognized that private conversations pose a risk in that they create an opportunity for child abuse to occur and may create a false impression that child abuse is occurring. The appearance of evil may be difficult to refute. It is also recognized that there are times and circumstances where a child may need to speak with an adult in private. Therefore, when engaging in private conversation with a child, individuals interacting with the child should adhere to the following guidelines:

- a) Whenever possible, private conversations should be conducted in public and populated locations which are accessible by others;
- b) If the conversation does not involve confidential matters, it should not be held in a private location;
- c) No private conversation should be held if any romantic interest is developing or generally perceived to be developing between the individuals;
- d) Private conversations should only be held when necessary;
- e) The substance of the conversations should remain professional and appropriate at all times;
- f) Physical contact (such as hugging, embracing, or holding a child) in private should be avoided;
- g) Inform your supervisor and/or a colleague who you will be speaking with and when, and when possible, have someone else present during the conversation with the child;
- h) If meeting in an office or other similar location, select an office with glass partitions or windows. Choose an office where others are nearby.

### **Recognizing Possible Indicators of Child Abuse and Neglect**

Abused and neglected children almost always show signs of their suffering. Some of the most common indicators are listed below. These are warning signs. They do not necessarily mean abuse and neglect is happening.

- unexplained bruises, different colored bruises, welts, cuts, burns, bite marks especially on the face, lower back, thighs or upper arms
- unexplained fractures, repeated injuries over time
- constant complaints such as sore throats or stomach aches that have no medical explanation
- lack of proper hygiene, constant hunger, clothing inappropriate for weather conditions
- torn, stained or bloody underwear
- 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
- 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
- unable to concentrate
- sexually acting out
- becoming anxious and fearful after being outgoing and friendly
- expressing sadness, crying frequently, becoming depressed
- lacking friends or not participating in activities
- appearing lethargic
- showing poor impulse control, physical aggression
- irregular or non-attendance at school

## **Handling a Disclosure**

### **How a Child Tells Us About Being Abused**

(Since disclosures are not limited to the school setting or the student-teacher scenario, the words child and student, and adult and teacher will be used interchangeably in the following section of this policy.)

Sometimes children will tell an adult directly that they are being abused or neglected.

Sometimes students use indirect ways to tell you – through art, drama, writing or hints. These are all known as disclosures.

If a child discloses to you, follow the steps below:

- be supportive by staying calm, listening and being non-judgmental
- reassure the student that she/he has done the right thing by telling you
- get only the essential facts; do not interview the child
- do not promise to keep the disclosure a secret
- tell the student that you will be making a report to the proper authorities
- do not say everything will be fine now; it may take a lot of time before everything is fine again
- report the disclosure promptly to a child protection social worker
- document verbatim what the child tells you; do not include personal opinions or judgments; maintain confidentiality of the documentation
- if a child is in danger, contact the police
- notify the Appointed School Official or principal (in accordance with school policy that a report has been made to the child protection social worker and/or police)

## **What to Report**

When you report suspected child abuse and neglect, the child protection social worker will ask about:

- the student's age, name and address, phone number
- any immediate concerns for the child's safety
- why you believe the child needs protection
- any statements or disclosures the student has made
- the child's parents and other family members
- the alleged offender's name, address

- any other children, such as siblings, who may be involved or at risk
- any previous incidents or concerns for the student
- any other relevant information such as the student's language, culture, disabilities or special needs

The person making the report is not responsible for determining whether the abuse and/or neglect actually happened or is likely to happen. This is the responsibility of the child protection social worker.

## How to Report

Report to a child protection social worker in the local Ministry for Children and Families office.

- Monday to Friday, 8:30 am to 4:30 pm, call Houston Community Services at 845-3484
- Monday to Friday, 4:30 p.m. to 8:30 a.m. and all-day Saturdays, Sundays and statutory holidays, call 310-1234
- Deaf (TTY) only, call 1-800-667-4770

Tell the child protection social worker as much as you know. She/he will listen to your concerns and may ask you some questions. Your name will be kept confidential and will not be disclosed without your consent unless authorized by law.

Reporting can be the beginning of a process of repentance and justice and can keep the student, and perhaps other children, from harm.

The following people have been appointed to perform the roles described in the policy:

Appointed School Official: Ron Donkersloot

Alternate Appointed School Official: Patricia Shane

## Role Responsibilities

### Role of the Child Protection Social Worker

- assesses the report
- ensures the safety of the child
- commences an investigation if there are reasonable grounds to believe that a child needs protection
- contacts parents
- may provide services to the child and family

### Role of the Police

- protects a child in immediate danger
- conducts a criminal investigation
- interviews the alleged offender

### Role of School Personnel

- observes the child for indicators of abuse or neglect
- handles disclosures from children
- reports promptly to a child protection social worker
- notifies the principal/activity supervisor of the report



- supports the child emotionally
- monitors the child for signs of stress
- refers the child for counseling when appropriate

#### **Role of the Principal**

- ensures ongoing support and safety of the child
- assists in securing personnel, resources and/or making arrangements for a child protection interview held in a school/church setting
- refers/inquires about child protection and/or criminal investigations from parents to a child protection social worker, the police and/or the Appointed Church/School Official

#### **Role of the Appointed School Official**

- investigates where appropriate on behalf of the School Authority
- ensures a safe school environment during investigations
- consults with the child protection social worker and/or police
- ensures that no school employee interferes with any investigations
- communicates with parents respecting actions taken by the School Authority
- reports to the British Columbia College of Teachers and/or the Inspector of Independent Schools when the School Authority dismisses, suspends or otherwise disciplines a certified teacher (*Independent School Act (section 7); Inspector's Order 11/91, Discipline Reporting Order*)
- refers child(ren) for counseling according to school policies

#### **Role of the Alternate Appointed School Official**

- in the event that the Appointed School Official is unavailable or is the one accused of the abuse, the role of the Alternate Appointed School Official assumes the above role of the Appointed School Official.

## **Responding to Child Abuse and Neglect**

### **Four Common Scenarios that are Likely to Occur in a School Setting**

When concerns about child abuse and neglect arise in a school setting, personnel respond to the following most common circumstances:

1. Alleged child abuse and neglect by a parent, caregiver, friend, relative or other person
2. Alleged child abuse and neglect by a church/school employee, contracted service provider or volunteer
3. Alleged abusive behavior at school or other church activity by a child under age 12
4. Alleged abusive behavior at school or other church activity by a child age 12 and over including a young offender under the federal *Young Offenders Act*

These four scenarios, each with procedural steps, are outlined in Appendix A of this policy and are taken from the Ministry of Education publication "Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse" (1999).

### **Safety on the Internet**

The Internet opens the classroom to the exploitation of students by unscrupulous adults; child exploiters will use apparently innocent and clever ways to entice the student via the Internet.

- supervise when students are surfing; ensure they visit appropriate sites and use chat rooms safely
- know what computer system defenses (filters and firewalls) will screen out and what cannot be filtered out if messages or bulletin board items are suggestive, obscene, belligerent or threatening, forward them to the principal
- contract with students that they must tell if approached, or sense that a contact is inappropriate

### **Internet Safety Tips for Students**

- do not give out personal information such as your name, school, address or phone number or put your picture on a web page
- not everyone you meet in a chat room is who they say they are; e.g., a 53-year-old may pretend to be a 12-year-old
- do not share home, school or personal problems with anyone on the Internet
- if someone harasses you on-line, makes you feel uncomfortable in any way, tell your teacher or parent and/or see the counselor for help

### **Supporting Children Who Have Been Abused and/or Neglected**

#### **Impact of Abuse and Neglect on Children**

Children who have been abused and neglected or who witness abuse and neglect of their loved ones may experience:

- a sense of loss of their childhood
- feelings of betrayal by adults in position(s) of trust
- difficulties in forming healthy relationships
- feelings of shame and humiliation
- feelings of guilt about being responsible for the abuse
- fear of being re-victimized
- feelings of powerlessness, helplessness, anxiety or depression
- feelings of anger or rage
- hyperactivity, poor impulse control or inattentiveness

In addition, a child may engage in self-destructive behavior; e.g., self-mutilation, eating disorders, criminal activities, suicide attempts, and/or absence or truancy from school.

#### **Helping Children Rebuild Resiliency and Trust**

In addition to prayer, a student who has suffered from the trauma of abuse needs church/school personnel to:

- focus on the student's God-given assets and strengths
- be warm and accepting
- be hopeful and believe that with God's help, the child can work through this adversity
- be an understanding and respectful listener
- set clear expectations and goals for the child
- be a positive role model

- create a welcoming classroom environment
- provide consistency and stability in the classroom
- set clear boundaries, clear rules of conduct for all students
- provide routine and structure
- monitor the child for high stress level, anxiety, exhaustion, self-destructive behaviors
- work collaboratively with all service providers
- report new suspicions of abuse about the child
- treat him/her like all the other students
- consult with a counselor

School Appointed Officials and Consultants shall work with victims of child abuse and their families to encourage and monitor appropriate counseling services.

## **Frequently Asked Questions and Answers**

### **How are children protected?**

If it appears the student may need protection, a child protection social worker will start an investigation. In all child protection investigations, a child protection social worker will see and interview the child, the child's parents, all other children in the household, the alleged offender and any other witnesses. If a student needs protection, the social worker will take whatever steps are most appropriate and least disruptive to protect the child.

### **What do I do if my student minimizes the abuse or recants and begs me not to tell anyone about the disclosure?**

You must report child abuse. This is your duty under the law. Reassure the student that he/she did the right thing in telling you. Reassure the student that the abuse is not her/his fault. Let the student know you want to help keep him/her safe. Tell the student that you are going to call someone who can help her/him right away. Tell the student that you will be there to support him/her. When you report abuse, you are taking the first and most important step in getting help for the student.

### **If I am unsure whether the child needs protection, with whom should I consult?**

Contact the local Ministry for Children and Families office and ask to speak to a child protection social worker. The child protection social worker is the person who has the training and expertise to determine if you need to report. The child protection social worker will keep your call for consultation confidential. If, after the consultation, the child protection social worker determines that a report must be made, it is your responsibility to report promptly.

### **Why is "confidentiality" important?**

The child and others who may be involved are entitled to have their privacy respected. Personal information of abuse must not be shared except with persons who have a legitimate interest in receiving the information, i.e., child protection workers or the police. The casual sharing of information with friends or colleagues may result in inappropriate disclosure of information causing distress to individuals involved, feeding the rumor mill and prejudicing ongoing investigations. Students and others who may be involved are entitled to have their privacy respected.

**If I notify the principal or School Official about a child's disclosure of abuse and neglect, must I still report to a child protection social worker?**

Yes, the legal duty to report is the responsibility of each individual. Any person with reason to believe that a child needs protection has a duty to report directly to a child protection social worker. Informing another person, e.g., a colleague or the principal, does not discharge your legal duty to report directly to a child protection social worker.

**Will the child protection social worker keep my identity confidential?**

Under the *Child, Family and Community Service Act*, the identity of the person who makes a report will not be revealed without consent unless authorized by law.

**What happens to students if they need to be removed from the home?**

Child protection social workers only remove children from their homes when they are in immediate danger or when no less-disruptive measures are available to protect them. Whenever children are taken from their families for their own protection, a court process starts. Family Court judges hear evidence from all sides and decide with whom children will live. Children who cannot safely stay with family members or friends are placed in foster homes or care facilities that can meet their needs. Foster homes that are of similar cultural or religious background are sought.

**How do I deal with my fears to report?**

Recognize that it is natural to feel apprehensive about making a report, particularly if it involves a colleague or people you know. Remember that everyone who has reason to believe that a child needs protection has a legal duty to report promptly to a child protection social worker. By reporting you are helping the student.

**What are the consequences if I have reason to believe a student needs protection and I do not report?**

The *Child, Family and Community Service Act* imposes a duty on any person who has reason to believe that a child needs protection to report the matter promptly to a child protection social worker at a Ministry for Children and Families office. Failure to report in these circumstances constitutes an offense under the Act punishable by a \$10,000 fine and/or six months imprisonment.

**Conclusion**

Let us pray and work, by instructing ourselves and school communities on this subject, in order to reduce the cases of child abuse among us. If cases do occur, this policy provides procedural guidelines to be followed when responding to child abuse. These guidelines are in accordance with the principles of Scripture and requirements of provincial legislation. May the Lord graciously grant us the wisdom, love and guidance we need to walk uprightly with our God and in love with others that God's name may be honored and glorified.

## DRINKING WATER TESTING POLICY

Adopted: November 2023

Providing safe drinking water for our staff and community is an important part of providing a safe community. Our water is provided by the District of Houston, and the District tests its water regularly; our responsibility is to make sure that our infrastructure is not degrading the water quality.

The Administration of Houston Christian School will undertake drinking water testing with a water testing lab licensed by the Ministry of Environment, and the results will be shared with the Houston Christian School community.

Should the testing reveal any concerns, remediation of the situation will take place. Remediation information is available from Northern Health.

Upon consultation with Northern Health, Kira Horning (Environmental Health Officer), it was decided that water testing needs to be done every three years.

### Policy

All water suppliers in the province are required to test their water regularly. This includes small private systems (such as restaurants), cooperatively owned systems (such as strata properties), and larger municipal systems owned by local governments. Independent school authorities operating private water systems must contact their local health authority to ensure they are meeting all testing requirements.

Independent school authorities are responsible for ensuring the overall safety of their facilities, including the quality of drinking water within their systems and plumbing. Independent school facilities must comply with the enactments of British Columbia, including those relating to health, safety, and water quality.

### Procedures

Authorities are expected to consult with the appropriate Health Authority to develop a water quality lead testing program for drinking water in their school facilities that would outline the following;

1. Risk assessment
2. Water testing
3. Communication plan
4. Mitigation strategies

#### *Water Testing Requirement*

The Ministry of Education will be monitoring compliance with this requirement. It is the Ministry of Education's expectation that authorities will complete lead content testing on all school facilities once every 3 years.

Authorities are to work with the appropriate Health Authority to determine a testing program for their school facilities. The testing procedure and number of samples taken at each facility shall be determined in consultation with the Health Authority. All test results must be shared with the Health Authority.

### *Mitigation Strategies*

If sample results reveal lead levels exceed the concentration of **0.005 mg/L** (based on maximum allowable concentration--Guidelines for Canadian Drinking Water Quality by Health Canada), the independent school authority, in consultation with the appropriate Health Authority, should undertake mitigation strategies which may include:

1. Flushing regimes
2. Deactivation of water sources and supplemental signage
3. Installation of filtration systems
4. Plumbing upgrades
5. Or other steps that result in reducing the exposure to lead to acceptable levels

### *Communication and Reporting Requirements*

In the event that testing finds drinking water concentrations of lead at or above the maximum acceptable level, the Independent School Authority must:

1. Immediately inform the Independent Schools Branch of the issue. Ongoing compliance with this policy will be confirmed during monitoring visits and external evaluations.
2. Work collaboratively with the appropriate Health Authority to communicate the results of testing lead content in drinking water to parents, students and staff by describing the following;
  - rationale for testing lead in drinking water,
  - identify a partnership with the Health Authority to work toward a solution,
  - state results of sampling,
  - identify mitigation strategies implemented or being considered by the authority, and
  - Provide contact information for the authority and the Regional Health Authority for parents, students and staff to request further information.

Ongoing compliance with this policy will be confirmed during monitoring visits and external evaluations. An online reporting tool will be developed by the Ministry for independent schools for use beginning in the 2017-18 school year.

## ANTI-SMOKING AND ANTI-VAPOUR POLICY

March 2018

### *Background*

The school and property are smoke free zones and the use of tobacco and vapour products is prohibited.

These items will be confiscated immediately and destroyed. Parents will be contacted. If a student continues to bring to school tobacco and/or vapour products/equipment, the Principal and Board will consider detentions, suspensions or expulsion.

## DRUGS, ALCOHOL AND WEAPONS POLICY

### *Background*

Houston Christian School has developed a conduct policy to guide student life. That policy describes some general principles to help define doing right and developing discipline. Since drugs, alcohol and weapons are items having the possibility of creating deep concern for Christians and the community generally, Houston Christian School has developed the specific policy to guide its actions when incidents involving those items occur.

### *Policy*

Houston Christian School opposes any involvement with illegal drugs, alcohol or weapons on school property, at school functions off the school property or at non-school events.

### *Guidelines*

1. Students involved with drugs or alcohol (using, selling, encouraging) may be suspended from school for twenty school days, more or less, depending on the nature and seriousness of the circumstances. The board may also consider expulsion.
2. Students involved with weapons (e.g., guns and knives) or any item that could be construed as a weapon may be suspended from school for twenty days, more or less, depending on the nature and seriousness of the circumstances. The board may also consider expulsion.
3. Since our actions and words at non-school events help define our school in the larger community – all of us are full-time ambassadors for our Lord – inappropriate behaviour or involvement in illegal activities may result in students being removed from activities representing our school or other school activities, e.g., school athletics, plays, presentations.
4. Depending on the severity of the illegal substance or weapon the RCMP may be contacted and involved.

### *Procedures*

1. The principal may
  - a. call the RCMP if there is an imminent threat to safety or if illegal or criminal activity is suspected.
  - b. suspend a student immediately for infractions under this policy for a period of five school days or less.
  - c. recommend a suspension in excess of five school days to the board.
  - d. disallow a student from representing the school.
2. The board shall schedule a hearing open to the students and parents.
3. The school representatives shall make their presentation and give their recommendation.
4. The student and parents shall have the opportunity to make a presentation.
5. All participants may ask questions through the chair.
6. The chair shall provide participants an opportunity to review matters in private during the hearing.
7. The chair shall provide parents an opportunity to excuse the student and speak with the board in private.
8. The chair shall excuse the student, parents and school representatives and make its decision.
9. The school principal shall notify the appropriate parties and indicate that an appeal of the board decision may be made to the next meeting of the board.

## TRANSPORTATION POLICY

### *Background*

With the board's purchase of a fifteen-passenger van in the summer of 2001 and the donation of the school bus in 2021, it has become possible to simplify the travel arrangements for field trips and sports events. Driving the van and bus requires at least a Class 4 (unrestricted) license. When using a school vehicle, teachers and other drivers must coordinate with the athletic director and principal.

### *Policy*

Houston Christian School will make the school van/bus available for team athletic events and class field trips. It will also permit occasional use of the van/bus by supporting church groups for church functions. Van/bus drivers must drive according to board policy and according to the principles of safe driving and provincial law.

### *Guidelines*

1. Users of the school van/bus must make arrangements for its use with the principal and athletic director.
2. Only staff members or others with a Class 4 (unrestricted) or equivalent license may drive the van/bus with passengers on board.



3. Anyone driving the school van/bus must have this year's driver's abstract and a copy of their driver's license on file at the HCS office and must have their name added as an additional driver on the vehicle's insurance.
4. Church groups wishing to use the van/bus must apply to the principal and, if necessary, to the board.
5. Pre-trip inspections must be done and documented to ensure that the van/bus is safe to drive and carry passengers.
6. Drivers must ensure that good discipline is maintained on the journey.
7. Post-trip reports detailing any incidents or damages must be completed, and the van/bus must be prepared for the next trip.
8. Drivers must ensure they are familiar with safe driving principles and provincial motor vehicle law.
9. Van/bus drivers must not be on duty for periods longer than 14 hours. When coaching or driving demands are in excess of 14 hours, the driving duty must be given to a second driver. (A person is considered to be on duty for the period of time her or she is coaching or supervising students, plus any hours they have been driving.)
10. Drivers not yet experienced with driving the school van/bus should be provided with that experience in the daylight hours under good driving conditions.
11. Drivers must obey all traffic laws and speed limits. They must adjust driving speed and style to any hazardous conditions – rain, snow, ice, animals on the road. Drivers must be extremely cautious when the danger of moose on the road is high – reduce speed, have others help watch, and take breaks.
12. Drivers are responsible for the payment of any fines due to their own infractions.

## Procedures

1. Before starting any trip at the beginning of the day, van/bus drivers must do a pre-trip inspection of the van/bus and record the results in the Pre-Trip Inspection Book in the van/bus's storage compartment.
2. Drivers must complete a post-trip inspection report: odometer readings, any incidents or damages, windshield damage, dents, vehicle troubles, and document the results in the Pre-Trip Inspection Book. Provide immediate oral reports about urgent incidents or persistent difficulties to the principal.
3. After passengers are admitted to the van/bus for a trip, the driver (or designated chaperone) must ensure that the rules of conduct are upheld. Students (or their parents) will be required to pay for any willful damage to the van/bus.
4. On completion of the trip, the driver must ensure that the van/bus is cleaned of debris and made ready for the next trip: fill the gas tank, check the oil, transmission and coolant levels, fill the window washer fluid and park it in the designated place.
5. The principal will regularly check the van/bus to see that the procedures are followed and the inspection books. He will arrange for the maintenance (oil, oil filter, lubrication repairs, semi-annual inspections) of the van/bus.

6. Non-school groups wishing to use the van/bus must apply to and make arrangements with the principal. Unusual requests will be referred to the school board. They will be responsible for the deductible portion (\$1000) of any damages in case of accident, theft or vandalism.
7. Drivers are required to sign the attached sheet prior to going on a trip.

## Rules of Conduct on the School Van/Bus

In the operation of the van/bus for the transportation of school children to and from school and to extracurricular activities, safety is the paramount consideration. Van/bus drivers are expected to perform as professional drivers and observe all requirements of the Motor Vehicle Act.

- Children under the age of 12 must not be seated in the front passenger seat because the air bag may be deployed.
- Passengers must fasten their seat belts. The driver must not depart until all seat belts are secure.
- Conduct must be orderly at all times. Shoving, pushing, and horseplay will not be permitted. While talking between students is permitted, there must be no undue noise.
- There is to be no moving around while the van/bus is in motion. Students must remain in their seats until the van/bus comes to a complete stop.
- Students are not to put heads or arms out of open windows.
- Students are to refrain from throwing articles at any time.
- A student or his/her parents must pay for any willful damage done to the van/bus.
- The bus will remain stopped with the hazard lights flashing when students are disembarking.
- Drivers are authorized to assign a particular seat to a student.
- Smoking/vaping is not permitted in the van/bus.
- All cases of misbehaviour in the van/bus must be reported by the driver to the athletic director or principal. Misbehaviour may result in the suspension of the privilege of riding in the van/bus for a period of time.

## Safety Procedures and Evacuation of the School Van/Bus

### *Evacuation of the Van/bus - Van/bus Driver Instructions*

Usually, the safest place is for the passengers to remain in the van/bus during an emergency. It is the van/bus driver's responsibility to pull over to a safe spot on the side of the road (if possible) and assess the emergency. If the van/bus is unable to move, the van/bus's hazard lights should be activated, and flares should be set up. Students should remain in the van/bus, if it is in a safe position, until help arrives.

### **The following three situations will require that van/bus drivers evacuate the van/bus:**

1. *Fire* – the van/bus should be stopped and evacuated immediately if the engine or any portion of the van/bus is on fire. Passengers should move to a safe point, a minimum of 35

meters, in the safest direction from the van/bus and remain there until the driver has determined that no danger exists.

2. *Danger of fire* – Being near an existing fire and unable to move the van/bus, or near the presence of fuel or other flammable material, should be considered a “danger of fire,” and passengers should be evacuated.
3. *Unsafe position* – In the event that a van/bus is stopped due to a collision, mechanical failures, road conditions, or operator error, the driver must determine immediately whether it is safer for passengers to remain in the van/bus or whether the passengers should be evacuated.

**Van/bus drivers must evacuate if:**

1. The final stopping point of the van/bus is in the path of any train or immediately adjacent to any railroad tracks
2. The stopping position of the van/bus may change and increase the danger. If, for example, a van/bus should come to rest near a body of water or precipice where it could still move and go into the water or over a cliff, it should be evacuated. Drivers must be certain that the evacuation is carried out in a manner which affords maximum safety for the passengers.
3. The stopping position of the van/bus is such that there is a danger of a collision with traffic on the highway. In normal traffic, the van/bus should be visible for a distance of 300 meters or more. A stopped position just over a hill or around a curve where such visibility does not exist should be considered sufficient reason for evacuation.

*Evacuation Procedures for Van/Bus Drivers*

There are three ‘standard’ ways to evacuate a school van/bus, although other methods can be devised for extreme situations. The three standard evacuation methods are:

1. Everyone exits through the side, driver, and passenger doors. This is the ‘usual’ evacuation method.
2. Everyone exits through any combination of the above three doors.
3. In the event that the driver door, passenger door and side door are unable to be opened or are unsafe to be opened, the rear van/bus door should be used as an emergency exit.

The van/bus driver and/or an individual appointed by the driver will lead students to a safe distance away from the van/bus that is no less than 35 meters from the van/bus. The van/bus driver and/or an individual appointed by the driver is to stay with the students until help arrives.

*Evacuation Drills for Van/bus Drivers and Students*

The school’s principal shall inform all van/bus drivers of the safety and evacuation procedures of the van/bus. Evacuation drills will take place 1-2 times a year with all the regular known drivers. September and April are suitable months for evacuation drills. Students must

participate in at least one drill per school year. These drills will include a review and explanation of the appropriate procedures of the above policy, as well as actual evacuation practice. Teachers can make use of an instructional video that is available to prepare their classes for the drills.

Upon completion, all drills need to be recorded in the emergency drills record-keeping book. The date, participants and comments should all be recorded, including whether the drill was completed successfully or unsuccessfully, according to the policy.

## CASH PAYMENT POLICY

Effective Date: August 25, 2020

### *Purpose*

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 Houston Christian School.

### *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.

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

- cheque
- pre-authorized debit
- credit card
- electronic banking transfers

- money order or bank draft
- online banking payment
- 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)
- Canadian Imperial Bank of Commerce (CIBC)
- The Bank of Nova Scotia (Scotiabank)
- Royal Bank of Canada (RBC)
- TD Canada Trust (TD)
- All cooperative credit societies, savings and credit unions incorporated under the British Columbia Credit Union Incorporation Act
- All banks incorporated, formed, or authorized under the *Bank Act* of Canada.

### **Receiving Cash Payments**

The School will not accept cash payments in excess of \$5,000.00 in a single transaction<sup>1</sup> 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.

If an employee is offered funds that they know or suspect are criminal property or may be linked to terrorist financing, or if they receive any unusual request to receive or transfer money, they must report it immediately. The report must be made to the principal (the “Reporting Officer”) in accordance with the Reporting section of this Policy. The Reporting Officer will then contact FINTRAC, the police, or another relevant agency, if appropriate.

### **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 funds received.

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

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<sup>1</sup> For the purposes of this Policy, a single transaction includes multiple payments within a 24-hour period.

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 principal.

All requests for a refund in cash following a 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, off-shore 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 review all Suspicious Transaction Reports. If the Reporting Officer determines that there is knowledge, suspicion, or reasonable grounds to suspect that a person is involved in money laundering or that terrorist property exists—even if no transaction has occurred—they will file an external report with FINTRAC as soon as practicable. FINTRAC will then conduct any necessary investigation. All reports submitted to FINTRAC will meet its reporting requirements.

### **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 principal

## INCLUSIVE EDUCATION POLICY

### A. Vision Statement

*“We are committed, in faith, to a world and life view which is Reformed in emphasis and character, solidly rooted in God’s infallible Word. We especially recognize the need for home, church, and school to work together in enabling students to apply Biblical values to all areas of life.*

*We aim to provide a secure environment in which students are able to develop academically, spiritually, physically, socially, artistically and emotionally. We recognize the uniqueness of each student and encourage them to develop their varied gifts to the glory of God.*

*We want our children to be equipped with discernment and confidence, to be committed to stewardship, and to increase their desire to imitate Christ, so that through the power of the Holy Spirit they will work towards transforming society rather than conforming to it.”*

At Houston Christian School, we believe that each child is created in the image of God, unique in their creation, their gifts and the way that they glorify God. We believe that each child will develop in their own unique way of learning. Some students require extra support for their learning style and/or ability. Some learners may have special learning requirements, which may not be adequately addressed in the regular classroom.

A learner support program is a school-based program, which assists the teacher in meeting the needs of all their students. The primary aim of the learner support program is to ensure that students with learning needs can function meaningfully, so that all their learning needs are being recognized and met.

For more details see the SCSBC handbook *Serving All Children Well*.

*“...whatever you do, do all to the glory of God.”*

*I Corinthians 10:31b*

## B. Guidelines

1. The Learner Support Program will be designed as an inclusive program, endeavoring to create a supportive learning environment in which students with significant needs are integrated into age-peer classrooms to the greatest extent possible.
2. Program delivery may range from full inclusion to partial participation with an emphasis on developing the life skills needed for independent living.
3. While soliciting input from parents, final decisions regarding levels of integration, staffing and the student's educational program rests with the administration.
4. The school will meet the needs of each student by employing Inclusive Education assistants where necessary and consulting with specialists, including:
  - Speech and language therapists
  - Physical therapists
  - Occupational therapists
  - Teachers of the deaf and hard of hearing
  - Teachers of the visually impaired
1. Arrangements for providing early literacy intervention, ongoing speech, physiotherapy, and occupational therapy are in consultation with the parents. The Inclusive Education assistant under the direct supervision of a therapist may carry out therapy recommendations at the school.

## C. Admission and Testing Policies

Admission of students with special needs is subject to all policies and procedures, which apply to other admissions and to the additional policies, and procedures are outlined here.

### 1. Admitting Local Students

Parents wanting to enroll their children mid-year should be encouraged to go through the enrolment procedure with the goal being attendance for the upcoming school year. If there are unique circumstances surrounding a late request, parents may appeal to the board for the above policy to be waived. Such situations will be dealt with on a case-by-case basis.

### 2. Testing of New Students at HCS:

All students entering HCS at a grade level other than kindergarten, may be tested by the Learner Support teacher to determine readiness for the grade level requested. After testing, grade placement of the child will be decided on by the principal in consultation with the Learner Support teacher and parents. Parents will be informed of this procedure at the time when they register their child(ren)

These guidelines refer to students coming to HCS from:

- Home-schooling, public schools, or other Christian schools

### 3. Guidelines for Learner Support and Inclusive Education Testing

Students come to HCS with a wide variety of abilities and needs. At times, formal or informal assessments may be necessary. Written parental consent is required for all formal assessment or if such assessment is shared with other professionals.

- Students in the Learner Support Program may be given informal and/or formal assessments. The Learner Support Coordinator or another qualified person will administer assessments.
- The Learner Support Coordinator, (i.e. the school principal at HCS) in consultation the teacher and learning assistant teacher, is to be the only one to make referrals to an educational psychologist for Level C assessments.
- Students may be referred to an educational psychologist for one of the following reasons:
  - behavioural concerns or consideration of program placement
  - to qualify for special need funding
  - to qualify for adjudication for government exams
- Based on the results of the assessment, a student's program may be adapted or modified. This is a school based team decision in consultation with parents and other professionals. An Individual Educational Plan may be developed.
- At the beginning of the school year, the Learner Support Coordinator and the teacher(s) should review the files of those students who have a learning assistance or Inclusive Education file. This is done to ensure continuity from one teacher to the next.
- All student programs will be reviewed on a yearly basis to ensure that the student's needs are served well.
- If an assessment is agreed to be necessary, the parents will be responsible for the cost to be paid by their extended health insurance. If there is a portion not covered by insurance, the school will pay the balance up to a maximum of half the total cost. For parents who do not have extended health coverage, the parents and the school will each pay half the cost. Other expenses such as travel are normally the responsibility of the parents or guardian.
- If the testing leads to special need funding, the parents' portion of the cost will be reimbursed.
- If there is a disagreement between parents and the school about the need for an assessment, the parents may appeal in writing to the Education Committee within a month of the problem arising.

## D. Learner Support Program Plan

### 1. Definitions

**Adaptations** are teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate

mastery of concepts. Essentially, adaptations are “best practice” in teaching. A student working on learning outcomes of any grade or course level may be supported through use of adaptations. Adaptations do not represent unfair advantages to students. In fact, the opposite could be true. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and self-concept.

**Inclusion** describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others.

An **Individual Education Plan (IEP)** is a written plan developed for a student with special needs, which describes the educational program modifications and/or adaptations for the student, and the services that are to be provided. **Learner Support Plan** is a written plan developed for a student with learning needs that need classroom adaptation or modification.

**Integration** is one of the major strategies used to achieve an inclusive philosophy. Integration sees students with special needs included in educational settings with their peers who do not have special needs, and provided with the necessary accommodations and adaptations, determined on an individual basis, to enable them to be successful there. The principle of "placement in the most enabling learning environment" applies when decisions are made about the extent to which an individual student is placed in regular classrooms or assigned to an alternate placement.

**Modifications** are instructional and assessment-related decisions made to accommodate a student’s educational needs that consist of individualized learning goals and outcomes, which are different than learning outcomes of a course or subject. Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged.) Using the strategy of modifications for students not identified as special needs should be a rare practice.

A **school-based team** is an on-going team of school-based personnel which has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to co-ordinate support resources for students with special needs within the school

**Transition planning** is the preparation, implementation and evaluation required to enable students to make major transitions during their lives - from home or pre- school to school; from class to class; from school to school; from school district to school district; and from school to post-secondary, community, or work situations.

## 2. A Team Approach

Each student with special needs is served by an educational support team, which may include all or some of the following:

- The student’s parents

- The learning assistant teacher
- The classroom teachers
- The Inclusive Education assistants (IEAs)
- Peers
- Principal
- The librarian
- Course Counselor
- Community support services

### **3. Instructional Support-Planning Tools and Education Plans**

The Ministry of Education, in cooperation with Inclusive Education experts in the provincial school system, has completed five instructional support-planning tools to facilitate a planning process and to develop an accurate picture of a student's ability across domains. They provide a systematic review of a student's instructional and support needs, and a direct link to the Individual Education Plan and to determine an appropriate program and service. It also provides a common language for describing instructional and support needs.

Use of the tool begins with a consideration of the strengths and weaknesses of the student. What usually follows is a review of each domain to understand the student's functional ability. It is often important to consider the student in light of various contexts, such as school, home, playground, etc. It is equally important to know that the power of this process is achieved through developing consensus of the functional needs of the student in each domain.

The five **instructional support-planning tools** are:

- Intellectual Disabilities Instructional Support Planning Tool 1701 Code C
- Physical Disabilities/Chronic Health Impairments Instruction Support Planning Process 1701 Code D
- Autism Spectrum Disorder Instructional Support Planning Process 1701 Code G
- Behaviour Intervention/Mental Illness Instructional Support Planning Process 1701 Code H
- Learning Disabilities Instructional Support Planning Process 1701 Code Q

Ideally, the tools should be used in such a way as to draw on the expertise of the school-based team, parents, and other professionals who may be involved in the student's IEP development process. Information instrumental to the instructional planning and support process will be drawn from a variety of sources, including assessment reports, information contained in the student's file, and observations of teachers, parents and other professionals.

#### **Individual Education Plans**

Individual Education Plans (IEP's) define what goals the student is expected to be achieve, and what supports, adaptations, or modifications are required to enable students to meet these goals.

IEP's<sup>2</sup>:

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<sup>2</sup> From the BC Ministry of Education, *Inclusive Education Services: A Manual of Policies, Procedures, and Guidelines*, September 2013

- Are written records of planning conducted by students, parents/guardians, school personnel and other service providers.
- Provide coherent, short-term and long range plans for student learning and service needs
- Provide administrators with evidence of individual planning
- Help in determining how well students are meeting their goals, and form a basis of reporting students' progress.

### **Learner Support Plans**

Learner Support Plans (LSP's) define the supports and adaptations that are required to meet the learning needs of the student. This plan may be a short-term plan that assists teachers year-to-year in providing support within the classroom.

## 4. Evaluation Process

The Learner Support Coordinator and the classroom teacher, with input from the Inclusive Education assistant, are responsible for using the IEP, School Based Team meeting notes, and action plans to evaluate the student on an ongoing basis.

The IEP will be:

- created in September/ October of the new year or within 2 months of enrollment.
- reviewed by parents and the coordinator in February
- reviewed in June through a team meeting or with teacher and IEA input. Transition meetings are held if needed as part of the review process

Evaluation is an involved process and may be completed through checklists, anecdotal records, observation, tests, etc. Professional services assessments and other related records may also be used to evaluate student progress and set new goals. All records will be available to each team member, except those deemed by parents and/or administration to be confidential. Learner Support Comment Summary reports are sent home 3 times per year during the linear reporting times.

## 5.Funding

Independent schools will report special needs categories on the 1701 form in each of the September and February data collections. Schools must continue to ensure special needs students meet the provincial eligibility criteria provided in the **Inclusive Education Services: A Manual of Policies, Procedures and Guidelines**, including all documentation requirements.

The total Inclusive Education grant received from the BC Ministry of Education is to run the Learner Support Program and is not designated to any individual student. It is understood by the administration of the school that the cost of running the program may be over and above any grant funding received for the year.

To determine eligibility for grant funding, the *Inclusive Education Services: Category Checklist* (March 2009) provides a summary of necessary information. A *Parent/Guardian Confirmation* form must be completed each year and attached to the current years IEP. The Instructional Support Planning Tool

completion will assist in placing the student in the appropriate ministry designation category. The funding levels and categories, as outlined by the BC Ministry of Education<sup>3</sup> are as follows:

**Low Incidence:**

**Physically Dependent (1701 Code A) -\$36,000**

A student with dependent needs will require assistance at all times for feeding, dressing, toileting, mobility and personal hygiene. Without such assistance and personal care support, attendance at school would not be possible. The Provincial Integration Support Program (**PISP**) is an outreach service mandated to assist schools in meeting the educational needs of students with multiple/severe disabilities. The services of SET-BC and ARC-BC may be appropriate for some of these students.

**Deaf-Blind (1701 Code B) -\$36,000**

A student with deaf-blindness has a degree of visual and auditory impairment which, when compounded, results in significant difficulties in developing communicate, educational, vocational, a vocational, and social skills. To be considered deaf-blind the student's vision and auditory impairments can range from partial sight to total blindness and from moderate to profound hearing loss. A student with deafblind is eligible for services provided by the Provincial Outreach Program for Deafblind Students (**POPDB**). Many good resources can be found at [www.public.sd38.bc.ca/deafblindweb](http://www.public.sd38.bc.ca/deafblindweb). The services of SET-BC and ARC-BC may be appropriate for some of these students.

**Moderate to Profound Intellectually Disabled (1701 Code C)-\$18,300**

A student is considered to have a moderate to profound intellectual disability if intellectual functioning is greater than 3 or more standard deviations below the mean on an individually administered Level C assessment instrument of intellectual functioning ( $SS \leq 54, \pm 5$ ), **and** has limitations of similar degree in 2 or more adaptive skills area on a norm referenced measure of adaptive behaviour. (DSM-IV codes: 318.0, 318.1, 318.2)

**Physically Disabled, Chronic Health Impairment (1701 Code D) \$18,300**

A student is considered to have a physical disability or chronic health impairment based on the need for Inclusive Educational services due to one or more of the following: nervous system impairment (DCD, FASD), musculoskeletal condition; and/or chronic health impairment. Medical diagnoses, by itself does not determine the Inclusive Educational services required by students with physical disabilities or chronic health impairment. Students are only eligible for funding in this category if their education is adversely affected by their physical disabilities or chronic health impairments. The services of SET-BC and ARC-BC may be appropriate for some of these students.

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<sup>3</sup> *Inclusive Education Services: A Manual of Policies, Procedures and Guidelines*, September 2013

### **Visually Impaired (1701 Code E) \$18,300**

A student with visual impairment is one whose visual acuity is not sufficient for the student to participate with ease in everyday activities. To be eligible, the following conditions must be met: in the opinion of the ophthalmologist, optometrist, orthoptist or BCCH the student's functioning at 6/21 (20/70) or less in the corrected eye, **or** a visual field of 20 degrees or less, **or** any progressive eye disease, **or** visual problem that is not correctable.

Services from the teacher of the visually impaired, orientation and mobility instructor, Provincial Resource Centre for the Visually Impaired (**PRCVI**), SETBC, or ARC-BC could be contracted.

### **Deaf/Hearing Impaired (1701 Code F) \$18,300**

A student considered to be deaf or hard of hearing is one who has a medically diagnosed hearing loss that results in such a substantial educational difficulty; an audiology assessment affirms a bilateral hearing loss, or moderate to profound unilateral hearing loss ( $\geq 50$ dB loss for frequencies 500 Hz to 4000Hz) with significant speech/ language delays, or a cochlear implant.

Services from the teacher of the deaf and hard of hearing, yearly audiology assessments, Provincial Outreach Program for Deaf or Hard of Hearing Students, SETBC, or ARC-BC could be contracted.

### **Autistic (1701 Code G) \$18,300**

Autism Spectrum Disorder (ASD) is a term used to describe a group of lifelong neurodevelopmental disabilities characterized by the manifestation of behavioural characteristics across multiple areas of functioning. Documentation of a diagnosis of ASD is made by the BC Autism Assessment Network (BCAAN), or a paediatrician, psychiatrist, or registered psychologist. ASD includes all the following DSM-IV and ICD-10 categories: Autistic Disorder, PDD-NOS/ Atypical Autism, Asperger Disorder/ Syndrome, Rett Syndrome, and Childhood Disintegrative Disorder

Services from Provincial Outreach Program for Autism & Related Disorders (**POPARD**), SETBC, or ARC-BC could be contacted.

### **Intensive Behaviour Intervention/Serious Mental Illness (1701 Code H) \$9,200**

Students identified in this category are those most in need of intensive interventions. They are expected to be less than 1% of the student population province-wide.

Intensive Behaviour Intervention includes antisocial, extremely disruptive behaviour in most environments; and behaviours that are consistent/persistent over time.

Serious Mental Health includes serious mental health conditions which have been diagnosed by a qualified mental health clinician; and serious mental illnesses which manifest themselves in profound withdrawal or other negative internalizing behaviours; and these students often have histories of profound problems, and present as very vulnerable, fragile students who are seriously 'at risk' in classroom and other environments without extensive support.



Services may be completed with in-depth therapy, counseling (MCFD/ Eating Disorders), and/or pharmacological treatment.

#### **High Incidence:**

The following categories do not qualify for additional Inclusive Education grants, but rather funds from the student base block funding are used to support these students. The Ministry of Education's *Category Checklists* (PDF) and *Inclusive Education: A Manual of Policies, Procedures and Guidelines* provide additional information on these special needs designations.

**Mild Intellectual Disabilities /Mild Mental Handicap** (1701 Code K)

**Gifted** (1701 Code P)

**Learning Disabilities** (1701 Code Q)

**Students Requiring Behaviour Support or Students with Mental Illness** (1701 Code R)

### **6.Learning Resources**

The classroom teacher, Inclusive Education assistants, and the learner support coordinator are responsible for selecting appropriate resources to meet the needs of particular students. IEP's identify those resources, which best suit the learning needs of children. Technological support may be attainable from Inclusive Education Technology–British Columbia (SET-BC).

#### **E. Program Policy**

The Learner Support program at HCS incorporates student services involving:

- Students with Special Needs (funded)
- Students with Special Needs (non-funded)
- Students who need learning assistance/ early literacy intervention
- Students who are gifted

The services are met through various individuals:

- Learner Support Coordinator
- Classroom teachers
- Inclusive Education Assistants
- Professionals that are contracted for their services
- Volunteers

#### **F. Roles and Responsibilities**

##### **1. The Principal as Learner Support Coordinator**

The learner support coordinator is the supervisor of the Inclusive Education and the Learning Assistance programs and is assisted in implementing programs by teachers, and Inclusive Education Assistants.

The Learner Support Coordinator plays a role in the following areas:

For students:

- Act as an advocate for the students, both individually and collectively, in school decision-making
- Identify student learning needs
- Observe students in their classroom and other instructional settings
- Prepare, in consultation with the school based team, the students' IEP's
- Review and revise IEP's as needed
- Determine, in consultation with the school based team, the supports required for each child (IEA time, technology, program adaptations, and modifications, etc.)
- Conduct standardized and informal testing with students
- Ensure that necessary psycho-educational testing is obtained and current for Inclusive Education funding grant purposes
- Assist with course selection (High School)
- Arrange for necessary adaptations during midterm and final exams (High School)
- Develop Learning Outcomes for units of study with modified program goals

For Inclusive Education Assistants (IEAs)

- Prepare IEA schedules
- Coordinates and supervises the team of IEAs providing the program
- Review individual student needs with IEAs who work with the child
- Provide ongoing support and resources for IEAs
- Communicate with IEAs on a regular and scheduled basis
- Conduct or participate in interviewing for new IEA positions with administration and Education Committee member
- Evaluate IEAs formally during their first year of employment and subsequently every three years afterwards.

For Teaching Staff

- Consult regarding individual student needs
- Consult in preparation and ongoing review of the students' IEP's
  1. IEP planning meetings (early in school year)
  2. IEP update/progress meetings (mid-year)
  3. Transition meetings (end of year)
- Assign IEA support based on student needs
- Assist in developing and implementing behavior support plans to be conveyed to the entire school staff in order to achieve consistency
- Provide ongoing support and resources

- Provide input into classroom placement for students with special needs

#### For Parents

- Provide parents with a link to the school
- Consult parents in the production of the students' IEP's
  1. IEP planning meetings (early in school year)
  2. IEP update/progress meetings (mid-year)
  3. Transition meetings (end of year)
- Consult with parents about support services and programming
- Inform parents of psycho-educational testing requirements/timelines

#### Record keeping

- Maintain neat, accurate and up-to-date records on individual students including testing and other background information, ongoing progress reports, conference and meeting notes, IEP and any other relevant information
- Ensure that teachers/ IEPs accurately document program for students with special needs on report cards
- Ensure that sufficient documentation is present in Inclusive Education student files and main student files for those students who will require provincial exam adjudication

#### Professional Development

In order to stay current of trends and issues in Inclusive Education in general and in BC in particular, it is imperative that the learner support coordinator engages in regular and ongoing professional development (beyond the requirements of the teaching contract) through activities such as

- Participation in SCSBC specialist program days
- Participation in CTABC conferences with the teaching staff
- Associate membership in BCTF – Inclusive Education Special Association (journal and annual Crosscurrents conference)
- Ongoing course work or workshops in Inclusive Education
- Professional reading, etc.

#### Administrative Tasks

- Schedule school based team IEP meetings for all students with special needs
- Complete all IEP's after September 30
- Complete all Student Learning Plan's (SLP) by November 1
- Keep informed of changes in ministry funding requirements
- Complete Inclusive Education reporting for all students with special needs- September & February (see Independent School e-board for dates)
- Complete applications for Inclusive Education Technology BC (SET-BC) – referrals to Provincial Resource Programs, or other outside agencies – for those students who

require additional technology, or program support to enhance their learning and communication

- Arrange contracts for outside support services
- Prepare reports to present at the Education Committee
- Inform education committee of:
  1. Student needs, and the programs and support services in place for the student with special needs
  2. Inclusive Education staff, parent, or student concerns (when pertinent)
  3. IEA scheduling and performance evaluations
- Recommend staffing needs and levels to support student programs
- Participate in interviews for IEA applicants
- Is informed of the goals and strategies of inclusive schooling and promotes them throughout the school and school community
- Participates in the admission process
- Makes provisions for professional development for the teaching and support staff
- Participates in the selection of teaching and support staff
- Oversees grant reporting procedures

## **2. Classroom Teacher**

- To advocate for the student's inclusion within the school community
- Facilitates social, emotional, intellectual and spiritual growth
- Works in conjunction with the Learner Support Coordinator and Inclusive Education Assistant to include the students with special needs as meaningful as possible in classroom activities
- Develops and carries out appropriate parts of the adapted, modified or parallel curriculum plans with Learner Support Coordinator and Inclusive Education Assistants.
- Serves as a member of the educational support team for that student in STB meetings
- Communicates to parents on a regular basis
- Prepare report card and comments for the special needs student. The IEA will provide input related to IEP goals, but the general comments need to be done by the classroom teacher.
- Inform IEA and/or Learner Support Coordinator of themes and activities ahead of time so that they can prepare adapted materials.
- Draw the student into class activities and discussions as per the IEP goals.

## **3. Learning Assistance Teacher**

- Consults with teacher on submitted referral form on a student
- With the teacher, identify student learning needs
- Looks for possible resources and or strategies to help teacher with student
- Conduct informal or standardized testing with students
- Identifies the amount of time a student might need in pull out
- Develop an assistance plan for the student that builds the skills needed
- Keeps records of progress of student learning
- Advocates for student's inclusion in the school community

- Communicates with parents on how they can help student
- Serves as a member of the educational support team for that student in meetings
- Writes a report on student learning progress to be included for the term report card
- Considers the possibility with the teacher of a group pull out or of working in the classroom
- Attends professional development conferences and or workshops

#### **4. Inclusive Education Assistant (IEA)**

- The IEA is supervised by the learner support coordinator and works with the classroom teacher to implement goals for the student with special needs. The IEA is not responsible for planning of learning activities or the evaluation of student progress.
- The IEA is encouraged to attend at least one professional development activity per year. Requests to attend professional development activities must be approved by the principal. The IEA may be requested to attend additional workshops and seminars if this is a prerequisite for the work they do and /or if funds are available.
- The IEA's duties will clearly be outlined in a specific job description based on student's needs and may include:
  - Communicating needs for program changes to the learner support coordinator
  - Implementing planned strategies and activities in the classroom
  - Providing personal care
  - Adapting situations, environments, materials and activities
  - Preparing material for use by student
  - Modeling appropriate ways for interactions with peers
  - Working to reduce isolation of the student with special needs
  - Carrying out designed therapy routines
  - Maintaining communication between home and school in a daily journal
  - Assisting to document student progress
  - Assisting other students in the class under the direction of the classroom teacher

#### **5. Parents/Guardians**

- Provides all current and historical documentation related to the child's needs (e.g. psycho educational, speech and language, medical, report cards or IEPs from previous school)
- Shares with the team who their child is
- Attends and participates in team meetings
- Informs staff of community resources and information pertinent to their child's needs
- Maintains regular written communication when agreed to by the team

#### **6. Community Based Professionals**

- Consult with school based teams and offer recommendations
- Carry out direct services with the student
- Educate staff, students concerning specific disabilities
- Train staff to enable them to carry out professional recommendations

- Participate in team meetings as appropriate

## G. Restraint Policy

It is recognized that in given situations, it may be necessary to physically restrain students. Such restraining should adhere to the following guidelines:

- Physical restraint is a judicious control measure with a resisting child in order to control movement, location and behavior such as violence or abuse to persons, self or property.
- Physical restraining is a temporary measure to facilitate appropriate student behaviour. Restraining is required when the behavior of a student poses danger to self, other and/or when there is a risk of serious damage to property.

### Restraining Procedures:

The procedures involve the three phases: restraining, debriefing and documenting.

1. Physical contact should be conducted:
  - With controlled, unemotional, and reassuring statements that give reasons for the restraint and describe the necessary behavior for ending the restraint;
  - With the least amount of force required to protect student and restrainer;
  - With the least amount of disturbance to the rest of the class;
  - In the presence of another adult when possible.
2. Debriefing should occur with the student, so that both the restrainer and the student are comfortable that the incident has concluded. During the debriefing, the students should be encouraged to:
  - State what happened; and
  - State alternative appropriate behaviour
3. Documentation should include;
  - Time and location of incident;
  - Written statements that describe the incident which led up to the incident and the resolution
  - Indication that notification of the restraining has been communicated to both the principal and the parents;
  - Names of all people involved or witnessing the incident
  - Coordinator and/or administrator to sign off (and there aware of) on all incident reports
  - See **Appendix A: Incident Report /ABC Analysis Data Sheet**

If restraint is required frequently, a meeting should occur with concerned personnel (teacher, principal, parents and/or other related professionals) in order to discuss alternative strategies.

If restraint occurs in a public place, persons in charge should be informed of the situation whenever possible.

Houston Christian School is indebted to Bulkley Valley Christian School for the gift of their Learner Support Manual which helped HCS develop this manual.

## Appendix A

Incident Report /ABC Analysis Data Sheet	
Student:	Date:
Time:	
IEA:	
Antecedent:	
Behaviour: Nonverbal, Verbal, or Physical Aggression*	
Consequence: <i>Notes</i>	
Activity/ Trigger: <i>Notes</i>	
What happened?	
How many and/or how long?	
Intensity: High    Med    Low	Time Out: Y   N
Location:	
Duration:	
Other:	
High intensity: Physical aggression. Any actual or attempted physical, forceful contact between student's body or body part and other individual or object in environment.	
Medium intensity: Verbal aggression. Statement of intended physical harm, name-calling, swearing, yelling within arm's length of another individual.	
Minor intensity: Nonverbal, nonphysical aggression. Heavy nasal breathing, grimacing, clenching fists.	
Coordinator/Administration	
Signed off by:	