

CANADA ROYAL ARTS HIGH SCHOOL

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www.ciraschool.com



STUDENT/PARENT HANDBOOK 2018-2019

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STAFF

Mr. Meng	Founder
Stephanie Sy	Principal
Anna Bourak	Assistant Principal & Teacher
Jeremiah Yao	Student Advisor
Daniel Hanley	Teacher
Nina Kuznetsova	Design and Fine Arts T.A.

APPOINTED OFFICIALS

Designated Health and Safety-Inspection Official:	Anna Bourak
Resource Approval Official:	Stephanie Sy
Head of Safety and Security:	Stephanie Sy
Designated Appointed School Official:	Stephanie Sy
Alternative Appointed School Official:	Jeremiah Yao
Sexual Orientation Gender Identity Leader:	Anna Bourak

STATEMENTS

“Do all things well”

Mr. Meng, Founder

Our Vision

To be a school of choice for students interested in obtaining a well-rounded, intensive arts-focused education.

Our History

Canada Royal Arts High School is a private Art-Oriented High School offering secondary education for students in grades 10 - 11. We are part of Columbia International Education Group, the #1 company in University Planning to guarantee admission to the top universities in North America focused on Arts.

Our Mission

In partnership with families, our school is dedicated to providing students with an outstanding preparation for life in a safe environment of open and respectful relationships in which learning, high achievement, good character and participation in the school community are valued. The values to which we aspire are intended to engage every student at the highest level of their learning and well-being, through quality care and teaching.

At Canada Royal Arts High School, our goal is to nurture each individual’s skills and passions and to provide personalized guidance to students as they embark on their particular path to success. Instruction at our school focuses on the visual arts, but we firmly believe in nurturing all facets of student achievement—academic, social, emotional, and physical. Our motto is “Do all things well”, which is why we strive to offer a diverse range of opportunities both within the classroom and outside of it.

Our Values

Our school community values are: “Cooperation”, “Excellence”, “Fairness”, “Integrity”, “Respect”, “Responsibility”, and “Diversity”

Our Goals

The goal of Canada Royal Arts High School is to provide a comprehensive Visual Arts education that fosters self-expression, creativity, and a sense of community. We offer specialized courses in the Visual Arts and teachers of all courses are encouraged to integrate art into their teaching.

Why CIRA?

We take pride in our unique culture. Once you enter the school, you will notice the unique air of creativity, diversity, and fun. Our arts-oriented curriculum provides a comprehensive Visual Arts education that fosters self-expression, creativity, and a sense of community. We cherish intangible qualities for our students, including culture, safety, health, and happiness.

Art-oriented. For those students who have always shown passion for fine and media arts, studying in our school will enhance their art knowledge at a fast pace and we will help them develop art skills that they never thought they had before.

Our program is specialized. In order to deliver the highest education quality, we offer various elective courses to suit the needs of our students. This allows us to create a unique educational experience as the students will be surrounded by like-minded, yet diversified, people.

Opportunity to grow. We provide support and guidance for our students to be successful in further education at a college or university.

Teachers are the key. We invest fully in our teachers at CIRA High School. We understand that teacher is primarily the key for students' success. Our teachers pay close attention to each individual rather than the class.

Small classes. We believe that in some cases "less is more". With classroom well equipped for only 15 students, our teachers will offer assistance and devote their time to work on our students' needs. They will never feel that they can't talk or ask questions.

Outstanding preparation for life. We place great value on facilitating strong leadership skills, building international cultural and academic exchanges, and the development of good character.

Collaborative partnership with families. We believe in the collaboration and community benefits of working with parents and families of our students by identifying shared visions, ideas, and goals.

Safe environment of open and respectful relationships. Our school maintains an orderly learning environment that focuses on safety and functionality, nurtures respectful relationships between students, teachers, and staff, and provides open and effective communication.

Focus on growth and learning. We encourage personal development and growth through learning by emphasizing life-long learning skills, purposeful structured teaching, real-life experiences, high teaching standards, intensive staff development aimed at creating a functional learning organization, a diverse environment with a focus for the needs of the students, active student involvement, and differentiated learning for all students.

Building positive character traits. Our school emphasizes the need to build good character for each one of our students. Through service and volunteering, a team-oriented approach, and

empowerment through accountability, our students learn to become independent and self-motivated individuals.

Participation in the school community. Students are encouraged to create meaningful close-knit relationships that respect each other’s rights and responsibilities, create a nurturing and caring inclusive school community, and foster personal responsibility and accountability.

YEARLY CALENDAR 2018/2019



Canada Royal Arts High School

Semester 1: Sep. 4 - Jan. 29

Semester 2: Feb. 1 - Jun. 27

2018 - 2019 School Calendar

Updated June 01, 2018

September 2018							October 2018							November 2018							
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	
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2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	
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30																					
December 2018							January 2019							February 2019							
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March 2019							April 2019							May 2019							
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31																					
June 2019							July 2019							August 2019							
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23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31	
30																					

- School Closed / Statutory Holidays
- Classes are in session
- Pro. D. day / No school for students
- Summer courses are in session

TERM 1

Sept 4	First Day of School
Sept 20	Photo Day
Sept 21	Pro-D Day – No Class
Oct 8	Thanksgiving Day - No Class
Oct 19	Pro-D Day - No Class
Oct 26	Parent-Teacher Conferences
Nov 9	Pro-D Day – No Class
Nov 12	School Closed for Remembrance Day
Dec 20	Last Day of Class (Before Winter Break)
Jan 8	First Day of Class (After Winter Break)
Jan 29	Last Day of Term 1
Jan 30&31	Pro-D Day – No Class

TERM 2

Feb 1	First Day of Term 2
Feb 15	Pro-D Day – No Class
Feb 18	Family Day – No Classes
Mar 15	Last Day of Class before Spring Break
Apr 1	First Day of Class after Spring Break
Apr 19&22	School Closed - No Class
May 17	Professional Development Day - No Class
May 20	Victoria Day - No Class
June 14	Pro-D Day – No Classes
June 27	Last Day of Term 2
June 28	Pro- D Day – No Classes

ADMISSIONS PROCESS

Our admissions process is followed for each student that seeks admission to the school. Our focus is on meeting individual needs while learning in a classroom setting. Each application is valued, all students will benefit from the curriculum which offers enrichment through depth and scope.

The school has the discretion to decline applicants when it is decided that our resources and facilities do not match the individual's needs. The school website is a good place to gather initial information about the school and contact information.

For more information, please visit ciraschool.com

THE ADMISSION PROCESS IS AS FOLLOWS:

Initial contact with the school by phone or through the website. If you do not hear from us within 24 hours, please call again.

SCHOOL VISIT AND PERSONAL TOUR

Parents/guardians should arrange to visit the school and meet the principal or designated person who will conduct a personal tour of the school.

After the tour the parents/guardians will complete an application form and submit the application fee of \$250, non-refundable (the fee is only refundable if at any time in the application process the school does not decide to proceed).

Report cards for the previous year should be submitted with any other relevant educational/assessment documents. Students are also welcome to attend the tour.

ASSESSMENT DAY

Students are required to spend a day with us at the school. This gives both the parties an opportunity to evaluate the student and the classroom for appropriate fit.

Potential students are required to take a cognitive assessment and, at the discretion of the principal, some subject assessments may be required and administered by the school unless there is a current Educational Psychological Assessment available.

Students whose English is not adequately developed to take the regular cognitive assessment will be given an alternate assessment. In some cases we may require an assessment administered by a psychologist or medical doctor to help understand the individual needs. This will be proposed at the discretion of the principal in discussion with classroom teachers. Arrangements and fees for this will be the responsibility of the applicants' family.

FINAL STAGE OF ASSESSMENT PROCESS

The final stage of the admissions process involves a meeting with the school principal by the parents/guardians and applicant. This is an opportunity to review the student's learning profile and educational needs, discuss the suitability of **Canada Royal Arts High School** as an appropriate fit for the student's needs and provide any further information that might assist the application process. The school principal and receiving teacher will make the final decision on admission.

Upon acceptance to the school, a non-refundable tuition deposit must be received and a tuition contract signed to secure a place in the school for the student.

The student is not accepted for enrolment until all documents are signed (immunization records, etc), birth certificates, passports and visas are provided to the school, and the tuition deposit is received.

We are happy to speak with any families who think **Canada Royal Arts High School** might be the right school for their son or daughter. We will consider applications at any time of the academic year if there is place available.

We look forward to assisting you at every stage of your application.

SCHOOL MAINTENANCE AND SAFETY PLAN

Canada Royal Arts High School is committed to maintaining the quality of the school facilities.

PURPOSE

The school requires a safe, well maintained working and educational environment to facilitate the active development and learning of everyone within.

The maintenance plan will ensure that:

- There is an appropriate management of resources.
- There is a safe environment for all students and staff.
- A physical environment is created that is conducive to learning.

LEVELS OF RESPONSIBILITY

The **Canada Royal Arts High School** Admin Staff reports to the Principal for the upkeep of building and other school assets; and for approval of the maintenance budget.

- The principal is responsible for the development of the Annual Maintenance Plan and the Assets Register to record the purchase or disposal of plant and equipment.
- Recommendations for major upgrade expenditure are to be included in the formulation of the School annual budget for Board approval.
- The **Canada Royal Arts High School** Admin Staff delegates responsibility for all maintenance activities to the Maintenance staff.
- This plan is to be read in conjunction with relevant policy documents including the School Workplace Health and Safety Policy and the Risk Management Policy.

ACTIVITIES

ROUTINE MAINTENANCE:

The **Canada Royal Arts High School** cleaners are responsible for the day-to-day cleaning of School buildings.

- Head of Discipline and Safety audits the School premises regular routine and makes recommendations. The Admin Staff along with Maintenance staff responds to these recommendations.
- The School maintenance/grounds person is employed to remove rubbish, and assist with constant upgrading of School premises.
- Maintenance staff are responsible for the following:
 - 1) Locks, excluding work that must be carried out by a professional locksmith.
 - 2) Supply and fitting of light tubes and globes.
 - 3) Replacement of castors on chairs.
 - 4) Checks of security fences and minor repairs as required.
 - 5) Repainting of signs.
 - 6) Movement of furniture, whiteboards and notice boards.
 - 7) Minor repairs to classroom fans.

- 8) Classroom comfort features.
- 9) Additional bells and sirens.
- 10) Minor repairs to furniture and equipment.
- 11) Minor wall, ceiling and door repairs.
- 12) Cleaning of minor graffiti immediately it appears.
- 13) Re-screwing of internal door hinges.
- 14) Replacement of clock batteries.
- 15) Minor landscaping maintenance.
- 16) Replacing tap washers.
- 17) Replacing signs.

PREVENTATIVE MAINTENANCE:

The **Canada Royal Arts High School** Admin Staff is responsible for arranging the following:

- 1) Annual checking of electrical equipment by professional trades people.
- 2) Annual pest control treatment.
- 3) Tests of alarm systems and smoke detectors are arranged regularly.
- 4) Bi-annual filter checks and cleaning for air-conditioning units.
- 5) Bi-annual checking of air-conditioning via maintenance contract with professional tradespeople.
- 6) Annual inspection of ceiling, floors, paving, plumbing, internal painting, door hinges, hooks and locks.
- 7) Annually microwave testing.
- 8) Bi-annual fire equipment testing and repairs / replacement.

RESPONSIVE MAINTENANCE:

There will always be maintenance emergencies that need to be attended to.

- A maintenance request book is kept at the School's administration office.
- School staff must make requests for maintenance through the request book.

LONG-TERM MAINTENANCE:

Protection of the School's assets and safety of **Canada Royal Arts High School** staff and students requires a regular cycle of upkeep of School buildings, plant and equipment. This includes checking:

EVERY 2 YEARS

- 1) Replacement of glass where necessary.
- 2) Powder coated finishes where necessary.
- 3) Furniture replacement where necessary.

EVERY 5 YEARS

- 1) Internal painting.

EVERY 10 YEARS

- 1) External painting.

- 2) Replacement of floor coverings.
- 3) Replacement of notice boards.
- 4) Replacement of guttering.
- 5) Replacement of electrical wiring.

EVERY 25 YEARS

- 1) Roof refurbishment/replacement.

PERSONAL INFORMATION PRIVACY POLICY FOR PARENTS AND STUDENTS

THE SCHOOLS COMMITMENT TO YOU

Safeguarding personal information of parents and students is a fundamental concern of **Canada Royal Arts High School**. The school is committed to meeting 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 **Canada Royal Arts High School** regarding the collection, use and disclosure of personal information about students and parents, including the steps the school has taken to ensure personal and financial information is handled appropriately and securely.

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

TEN PRIVACY PRINCIPLES

As part **Canada Royal Arts High School's** commitment, the *Ten Privacy Principles* govern the actions of the school as they relate to the use of personal information. This Personal Information Privacy Policy describes the *Ten Privacy Principles* and provides further details regarding **Canada Royal Arts High School's** compliance with the principles.

DEFINITIONS

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

- 1) Personal Information – refers to 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.

- 2) Parent – refers to the guardian or other legal representative of a student.
- 3) Student – refers to a prospective, current, or past student of **Canada Royal Arts High School**.

PRINCIPLE 1 – ACCOUNTABILITY

Canada Royal Arts High School is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school designates (an) individual(s) who is(are) accountable for the schools compliance. This individual is the Principal of the school. You may contact our Principal as follows:

Canada Royal Arts High School	
Attention:	Principal
Address:	896 West 8 th Avenue, Vancouver, BC V5Z 3Y1
Phone:	604-423-2400
Email:	principal@circschool.com

PRINCIPLE 2 – IDENTIFYING PURPOSES

Canada Royal Arts High School will, before or at the time personal information is collected, identify the purposes for which the information is collected, used and disclosed.

What Information is Collected?

Canada Royal Arts High School collects and uses personal information to provide students with the best possible educational services enunciated by the Mission statement of the school. Most of the information the school collects 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. **Canada Royal Arts High School** also collects information in connection with the use of its computer systems.

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

PRINCIPLE 3 - CONSENT

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

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

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

PRINCIPLE 4 – LIMITING COLLECTION

Canada Royal Arts High School will limit the personal information collected to that information necessary for the purposes identified by the school.

PRINCIPLE 5 – USE, DISCLOSURE, AND RETENTION

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

How is Information Used?

Canada Royal Arts High School uses personal information as follows:

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

- To enable the school to operate its administrative function, including payment of school fees and maintenance of non-educational school programs including parent and volunteer participation and fundraising.
- Health, psychological, or legal information to provide certain specialized services 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.

Canada Royal Arts High School may use anonymous information, such as information collected through surveys or statistical information regarding students, to constantly improve our school.

When May Information be Disclosed?

Canada Royal Arts High School may disclose an individual's personal information to others regarding 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 **Canada Royal Arts High School** may disclose personal information:

When Authorized by You

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

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

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

When Required by Law

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

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

When Permitted by Law

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

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

Outside Service Suppliers

At **Canada Royal Arts High School**, the school sometimes contacts outside organizations to perform specialized services such as printing, student assessments, market research or data processing. For example, the school gives its yearbook publisher the information required to produce the annual yearbook. Suppliers of specialized services are given only the information necessary to perform those services, and **Canada Royal Arts High School** takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

Restricting Sharing Information

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

How Long Is Personal Information Retained?

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

PRINCIPLE 6 - ACCURACY

Canada Royal Arts High School will take appropriate steps to ensure that personal information collected by **Canada Royal Arts High School** is as accurate and complete as is reasonably required in connection with the purposes for which it was collected, used or disclosed.

How May I Update Outdated or Incorrect Information?

An individual may, upon written request to **Canada Royal Arts High School**, request that **Canada Royal Arts High School** correct an error or omission in any personal information that is under **Canada Royal Arts High School's** control and **Canada Royal Arts High**

School will, as appropriate, amend the information as requested and send the corrected personal information to each third party to which it has disclosed the information during the preceding year.

PRINCIPLE 7 – SAFEGUARDING PERSONAL INFORMATION

Canada Royal Arts High School will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

The School’s Employees

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

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

Student Files

Student files are stored in secured filing cabinets. Access is restricted to only those employees (teachers, teacher-aides, counselors, secretaries, etc.) who, by nature of their work, are required to see them.

Electronic Security

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

In the case of a privacy breach, the school will follow the protocol written by the Office of the Information and Privacy Commissioner of BC. See Privacy Breaches – Tools and Resources guidance document: <https://www.oipc.bc.ca/guidance-documents/1428>.

PRINCIPLE 8 – OPENNESS

Canada Royal Arts High 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 **Canada Royal Arts High School**.

PRINCIPLE 9 – INDIVIDUAL ACCESS

Canada Royal Arts High School will inform an individual, upon the individual’s request, of the existence, use and disclosure of the individual’s personal information, and shall give the individual access to it in accordance with the law.

How May I Access My Personal Information?

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

Parent Access to Student Personal Information

A parent may access and verify 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.

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

PRINCIPLE 10 – COMPLAINT PROCESS

Individuals may question compliance with the above principles.

Questions, Concerns and Complaints

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

APPEAL POLICY

PARENT APPEAL PROCESS

This section outlines a process for addressing complaints or concerns raised by parents with respect to decisions made by the school which affect the educational program for their children. The formal appeal process is intended to apply after all efforts have been made to resolve issues on an informal basis through communication with teacher(s) and the school principal. The formal appeal process reflects the principles of procedural fairness and natural justice. The Board of Directors and the Principal acknowledge and adhere to the guidelines contained in the paper "Procedural Fairness: Best Practice Guidelines for Independent Schools."

The Appeal Process

The following steps constitute the procedures for dealing with parent complaints:

- 1) Should a situation arise where a parent has a complaint which has not been resolved to his/her satisfaction by the class teacher, the parent is requested to contact the Principal to register the complaint. The parent will provide a written statement for the complaint on the Parent Appeal Form.
- 2) The Principal will meet with the parent(s) to attempt, again, to resolve the concern before moving to the next step in the appeal process.
- 3) If the parent is still dissatisfied with the situation, the Principal will report in writing to the Board.
- 4) The Board will establish a three member Review Committee which will examine the documentation from the previous efforts to address the concern. The Review Committee may wish to meet with the teacher and/or the Principal and/or parent(s) before making a final decision. Three members Review Committee will be comprised of - one member appointed by the school board, one member appointed by the complainant and a third member appointed and as agreed upon by the previous 2 appointed members. This Review Committee will make a recommendation to the board and provide a written report of its recommendation.
- 5) If the parent is still dissatisfied, they would be invited to call FISA (Federation of Independent School Association) for taking up contacts to advice on the issue and act as mediating services.

All documentation regarding parent appeals will be filed in a secure area in the School Office.

STUDENT APPEAL PROCESS

The Board of Directors of Canada Royal Arts High School believes that all students enrolled in the school can appeal decisions made by a teacher or the Principal concerning a student's marks on exams, tests and assignments; behavioral or disciplinary actions; suspensions or expulsion; or any school policies and practices dealing with students. The appeal process reflects the principles of procedural fairness and natural justice. The Board and the Principal acknowledge and adhere to the guidelines contained in the paper Procedural Fairness: Best Practice Guidelines for Independent Schools.

The Appeal Process

- The student will meet with the teacher or principal to try to resolve the concern on an informal basis.
- If the concern cannot be resolved informally the student will initiate the formal appeal process with a written statement (a form for this purpose is attached to this policy). The written statement will be submitted to the Principal (if the complaint is against a teacher) or to the Chair of the Board (if the complaint is against the Principal).
- In an instance where the complaint is against a teacher, the Principal will try to work out a solution. If the student remains dissatisfied the Principal will report in writing to the Board. The Board will establish a Review Committee which will examine the documentation from the previous efforts to address the concern.
- Three members Review Committee will be comprised of - one member appointed by the school board, one member appointed by the complainant and a third member appointed and as agreed upon by the previous 2 appointed members.
- The Review Committee may wish to meet with the teacher and/or the Principal before making a final decision. There is no need to initiate an appeal against the Principal as this report by the Principal brings the matter to the Board's attention.
- The Review Committee will make a written recommendation to the Board.
- The Board will make a decision based on the report of the Review Committee. The decision of the Board will be final.
- In an instance where the complaint is against the Principal, the Board will establish a Review Committee which will try to resolve the concern informally. (In general, the Chair of the Board will chair a review committee, unless, for reasons of timing, s/he is unavailable to do so). The Review Committee will consider the documentation from previous attempts at resolution, may meet with the student and principal, and the committee chair will submit a written recommendation to the Board.
- The Board will make a decision on the report of the Review Committee. The decision of the Board will be final.

All documentation regarding student appeals will be filed in a secure area in the school office.

STUDENT DISCIPLINE POLICY

Canada Royal Arts High School values and expects good behaviour. As with any school, at our School community you need to be considerate of others and their rights. With your rights come responsibilities. As parents and teachers, we must instill a sense of responsible and considerate conduct.

The Code of Conduct and the School Policies are based on our school community values:

- Cooperation
- Excellence
- Fairness
- Integrity
- Respect
- Responsibility
- Diversity

In order to be considerate of ourselves, others, and the school, we must:

- Avoid the aggressive disturbance of others
- Arrive to school on time
- Be respectful of ourselves, others, and school property
- Be determined to try our best always
- Stand up for others and refrain from bullying
- Be honest with ourselves and those around us
- Complete our own work
- Help maintain the quality of our books and resources

RULES FOR SAFETY ON PREMISES

- Use school equipment's in a safe manner and follow specific directives of the supervisor for use of any equipment.
- Avoid climbing fences and buildings.

RULES PERTAINING TO COMPUTER USE

- School computers and students' laptop computers are to be used only as teachers direct.
- Computers and the Internet are to be used in a responsible and ethical manner. Never assume: if you're not sure a website or program is allowed, ask first.

DISCIPLINE AND SANCTIONS

- Teachers have a particular responsibility (moral and legal) to ensure that students are guided and directed with regard to appropriate behaviour. Teachers also have a responsibility to take action so as to prevent an individual child from harming him/herself or from harming others.

- The school's responsibility to ensure the safety and well-being of all persons at the School overrides the particular emotional and social needs of any one individual, when these are in conflict.

DISCIPLINARY PROCEDURES

- Teachers are to make a judgment of when and how to respond to a disciplinary incident according to the Code of Conduct for the School.
- The teacher's immediate response can range from a reprimand to a more serious one of having a child removed from a zone of activity such as the classroom or an activity/ play area.
- If the matter cannot be resolved by the teacher or if the matter is deemed to be of a serious enough nature to warrant the principal's attention, the principal is to be asked to be involved (take charge of the situation).
- For serious incidents such as incidents involving physical or verbal abuse, the teacher is to report the matter to the principal and to complete an Incident Report which is to be filed in the student's "In School File" on our Sync.com server.
- The Principal has the authority to employ sanctions to ensure appropriate discipline. Of these, suspension is regarded as a serious sanction. Ultimately, the principal can resort to expulsion of the student if a student's actions fail to comply with the Code of Conduct on a persistent basis.

PROCEDURE FOR SUSPENSION

If improper behaviour is of a degree which is injurious to others, and if the student appears to resist change, the School reserves the right to suspend a student from class and also from the School. The purpose of suspension is to serve as a serious warning and consequence of improper and unacceptable behaviour.

- 1) The teacher or administrator (or whoever was directly involved with the situation) is to complete an incident report.
- 2) The Principal is to call the student's parents/ guardian and inform them that their son or daughter is to be suspended from School.
- 3) The Principal is to inform the parents/ guardian, in writing, giving the reasons for the suspension. This letter may follow the actual suspension.
- 4) The parents/ guardian are to be requested to report to the School and to remove their child from the School.

LENGTH OF SUSPENSION

Suspensions can vary from one day to two weeks. A short suspension may serve the purpose of giving student time to reflect upon his/her actions and hopefully to resolved to avoid the specific unacceptable behaviour.

Suspensions of a longer time will vary according to the severity of the offence.

- The length or duration of the suspension will be up to the Principal but the Principal should involve the classroom teacher of the student in the decision. The student may be

assigned home study tasks and the reasonable completion of appropriate assignments may be used as a condition for the student's return to School.

- Suspension is to be regarded as an extremely serious consequence and all avenues pertaining to change of behaviour are to be explored first. Suspension is to be used as a last resort and for offences deemed a serious and wilful breach of School rules. For all other offences or concerns, students will be given a warning in writing (Behavioural Report). A copy of this will be sent home to the parents to sign and will be placed on the student's 'In-School File' on our Sync.com server. Repeated reports placed in the student's file can result in a procedural track leading to suspension.
- The decision to suspend a student from School ultimately rests with the Principal; however, in the absence of the Principal, the teacher in charge may make this decision.

THE PRINCIPAL MAKES SUSPENSION DECISIONS WHEN:

- 1) a student is wilfully disobedient;
- 2) the behaviour of a student is harmful to others;
- 3) a student has refused consistently to comply with the school rules;
- 4) a student wilfully destroys school property or steals property from the school, teachers, school personnel or other students;
- 5) a student threatens to physically harm a student, teacher, or other staff member; or,
- 6) a student engages in threatening behaviour such as bullying.

STUDENT RESTRAINT

If it is deemed necessary to physically restrain a student for reasons such as:

- 1) a student who fails to comply with requests to leave a classroom, who is severely disrupting instruction and well-being of other students;
- 2) a student who threatens other students or a member of staff; and/or,
- 3) a student who injures or who has appeared to injure another student or a member of staff, or who requires restraint to stop him/her from injuring him/herself further;

The Principal or teacher in charge is to act in loco parentis and remove the student to a safe area where the offending student will have the least impact on other students. The Principal is advised to have a teacher or parent witness any act of restraint.

Following an act of restraint, the Principal (or teacher in charge as the case of a Special Needs Assistant or teacher) is to make every effort to calm the student. The parents of the student are to be called and asked to take the student home for the balance of the day or whatever time is deemed appropriate for the student to be able to return to School.

An incident report is to be completed by the teacher or educational assistant and signed by the Principal. The report is to be retained in the student's 'In-School' File.

Expulsion of a student

Canada Royal Arts High School has the right to expel any student who severely injured another student; who has been found to be abusive, or who has been given repeated warnings about improper behaviour, unacceptable attention to academic work, or other incidents deemed

serious by the administration and teacher which relates to School policies, school rules, or the student code of conduct.

Procedure for Expulsion

Expulsion from the School is a final option if all other measures are unsuccessful. The decision to recommend to expel a student from School ultimately rests with the Principal. Before any student is expelled, parents will be called to meet with the Principal and the teacher, and a formal letter will be provided to the parents. The Principal will present his recommendation to the Board (that a student should be expelled). The Board has the responsibility for making a decision to expel a student. This recommendation is to include a record of action taken to date with the particular student and his/her parents. An 'incident report' is to be provided along with the recommendation. Once the Board and the Principal decide to expel a student, the decision is final.

Parents must be aware that the Board is fully supportive of the School's insistence on good behaviour and gives its support to the Principal using suspension from the School as one means of directing behavioural expectations.

Procedure for Appeal

Parents have a right of appeal to decisions of suspension or expulsion. The student will not attend school while waiting for the appeal to conclude. The Board has established a policy for appeals, and a form for making an appeal. The Board will hear the appeal, and the principal is not allowed to be one of the Board members that hears an appeal. While appealing a suspension or expulsion, the Parents have the responsibility to ensure their child receives legally-required schooling through other means, and the School accepts no responsibility if this is not done.

FIELD TRIPS AND OTHER EXCURSIONS

Canada Royal Arts High School encourages learning in many ways. The school supports the inclusion of curriculum-related learning experiences which result from field trips, excursions and educational tours. Field trips, on a selective basis, may also provide experiences designed to build school spirit, a sense of community, and relevant real-life experiences that connect to the curriculum. The school also recognizes the importance of a limited number of out-of-school celebrations that can be provided for end of year activities, graduations and special events.

OBJECTIVE

The objective of this Policy on Field Trips and other Excursions is to ensure the safety and protection of students, staff and volunteers in matters relating to school-based field trips and excursions, including those which extend beyond the regular school day.

DEFINITIONS

Field Trip – visit to established community or education program sites within a reasonable distance of the school for a “same day” return at or near the end of the school day.

Excursion – involves travel to a greater distance, and/or for a longer period of time than a field trip. For example, overnight camping for one or more nights; a trip to another city in Canada or another country.

Supervisor – means a school employee, normally a teacher, who has assumed responsibility for organizing a field trip or excursion.

RESPONSIBILITY

The responsibility for the safety and well-being of all the students relies on the principal, field trip/excursion organizers, and any volunteers or adult supervisors.

PROCEDURE

Participation on a field trip or excursion is *voluntary* and requires **written consent** from the parent/guardian. Arrangements will be made to provide an alternate program at the school for students who are not participating in a field trip or excursion.

- Significant responsibility rests with the supervising teacher if an activity takes students off school property. Trips may be approved only if there are clearly stated, reasonable educational objectives and that they constitute part of an ongoing school activity.
- Prior to departure on an overnight excursion, students and parents must be provided, in writing, with the name and telephone number of a contact person who can be reached on a 24-hour basis.
- The list of participating students, setting, and learning activities must be reviewed by the Principal and supervising teacher (or supervising staff) prior to departure to ensure the activity will not be problematic for any of the participants. Based on this review, the

Principal may deem it appropriate to exclude a student(s) from participating in the trip or excursion and require that arrangements be made to provide an alternate program for the student(s) at school.

- The supervising teacher(s) must ensure that pertinent information and equipment is in their possession at all times (medical information, first aid kit, home telephone numbers, phone numbers of alternate contacts).

PLEASE NOTE:

Should any special medical equipment be required by a student in an emergency (an EpiPen, insulin needle, etc) the supervising teacher must make sure that this equipment is taken. Furthermore, the parents(s) have given their permission for the teacher to use the equipment in an emergency by signing a Medication Administration Form.

Canada Royal Arts High School will carry an ICBC excess liability policy which covers all volunteers who use their own vehicles on behalf of the school.

The supervising teacher is to complete a trip expense accountability form in which fees charged have been identified and expenses/charges paid have been listed.

AUTHORIZATION

Each proposed field trip or excursion will be checked and approved by the Principal.

- 1) Parent/Guardian Field Trip Consent Form must be completed and held by the school prior to the departure of the student for the field trip. The form must clearly indicate what the activities are so that parents/guardians can make an informed decision to give their consent.
- 2) The parent/guardian must agree that that if a student is behaving inappropriately, they will be returned home at the parent's expense and lose their trip privileges.
- 3) Field trip and excursion costs are expected to be affordable for all students and approved by the Principal.
- 4) The Office Admin will keep a record of all upcoming field trips to avoid clashes and repetition of trips. This book will also have a record of previously taken field trips and on-going evaluation of field trips.
- 5) It is up to the supervising teacher to contact the bus company to arrange for a school bus and driver. Parent volunteers can also be utilized for transportation but the parents must be informed that insurance/liability coverage of \$1 million must be in place. The parent must provide a copy of the insurance coverage and of the driver's license to the Office Admin to keep on file prior to the trip. Only a person holding a license appropriate to the type of vehicle being driven may drive students.

FIELD TRIP LEADERSHIP AND STANDARDS

Before approving a field trip or excursion, the Principal will be satisfied that:

- 1) The supervising teacher(s) understand Board policies and procedures defining responsibilities and liabilities;
- 2) The students, teacher(s) and other adults receive adequate information about the trip, and,
- 3) The arrangements are in place for covering all the financial obligations involved.

The supervising teacher(s) is responsible for the supervision and safety of students at all times during a trip or excursion. Volunteers must be provided with directions about their responsibilities prior to departure. An accurate written attendance count must be taken at all points of departure by the supervising teacher.

The supervising teacher of an excursion will ensure that a member of the supervisory group (this could also be a volunteer) holds a current First Aid certificate.

Additionally, supervisors assuming responsibility for supervising waterfront activities including swimming or boating must have, or be assisted by, a person who has qualifications pertinent to the activity such as a qualified lifeguard.

On overnight trips, involving students of both sexes, the supervision of the group must involve adults of both sexes.

Supervisors and volunteers are expected to support the school code of conduct and report inappropriate conduct to the trip supervisor. All policies of the Board, including those related to the use of alcohol, drugs, or other prohibited substances, will apply to field trips and excursions. Students are expected, when attending field trips, sports activities, school tours, or excursions, to be on their best behaviour and adhere to the rules of the school

CHILD ABUSE PROTOCOLS

The purpose of this policy is to provide **Canada Royal Arts High School** employees with information about the roles, responsibilities, and procedures about dealing with child abuse and neglect, the relationships that independent schools create with partner agencies, and on the child abuse recognition and reporting protocols provided by the “B.C Handbook for Action on Child Abuse and Neglect”.

PREAMBLE

This document provides guidelines for **Canada Royal Arts High School** when establishing appropriate measures and protocols to respond to child abuse and neglect. **Canada Royal Arts High School** is committed to the beliefs and guiding principles for the education and protection of all students. This commitment is an ethical and legal responsibility, but it is also recognized as a commitment to the government and societal expectations for the well-being and safety of all students. This policy outlines requirements for identifying, reporting and managing abuse situations in compliance with the requirements of provincial statutes and the expectations of the Office of the Inspector of Independent Schools.

PURPOSE

The purpose of this policy is to provide specific guidance and instructions to the staff of **Canada Royal Arts High School** in fulfilling the ethical commitment in assisting in child abuse prevention, and implementing appropriate reporting protocols if any child abuse is suspected or known to have happened already.

GUIDING PRINCIPLES

The following concepts are meant to serve as guidelines for everyone involved in the task of serving children and families.

- The safety and well-being of all children is the principal consideration.
- Children are entitled to be protected any form of abuse, neglect, harm, or potential threat of harm.
- Families are considered the preferred environment for the well-being and healthy upbringing of all children. The parents hold the responsibility of protecting their children.

KEY CONSIDERATIONS

- The Board of Directors acknowledges the requirements, guidelines and protocols of the paper from the Ministry of Children and Family Development – “Supporting Our Students: A Guide for Independent School Personnel for Responding to Child Abuse” – and delegates responsibility for compliance to the Principal of the school.
- The Board and Principal shall ensure that the staff is oriented at the beginning of each school year to the statutory and professional expectations regarding child abuse and shall ensure that each staff member has a copy of the paper “Supporting Our Students: A Guide for Independent School Personnel for Responding to Child Abuse.”

PROTOCOL FOR REPORTING CHILD ABUSE AND/OR PARENTAL NEGLECT AND/OR PARENTAL FAILURE TO PROTECT CHILD

The school principal is designated as the Appointed School Official, and the School Advisor is appointed the Alternative Appointed School Official.

- 1) Anyone who suspects, or has information about a child who is being abused, or at risk of being abused, must contact the Ministry of Children and Family Development (MCFD) AND the Appointed School Official.
 - If the Appointed School Official is the alleged abused, then school personnel must report to the Head of the Board of Directors governing **Canada Royal Arts High School**, also while notifying MCFD.
- 2) Anyone who has reason to believe that a child is, or is likely to, be physically harmed, sexually abused/exploited, neglected by their guardian, or in need of protection is legally responsible to report to a child welfare worker.
 - “Reason to believe” refers to evidence that someone may have seen or information they may have received that constitute enough support to believe a child may be, or is likely to be, at risk. This belief does not have to be certain, as it is the child’s welfare worker’s job to determine if abuse or neglect has occurred.
- 3) The police must be contacted ASAP if the child is in immediate danger.
- 4) It is the responsibility of the child welfare worker to directly contact the parents/guardians of the allegedly abused child, not the school personnel.
- 5) It is the responsibility of the school personnel and staff to cooperate to the best of their ability with any resulting investigation, including helping with interviewing all necessary participants.
- 6) It is the responsibility of the school to protect any personal information regarding the abuse investigation (including the investigator’s identity).
- 7) It is the responsibility of the Appointed School Official to make sure that the school environment is safe during the investigation.
- 8) It is the responsibility of the school personnel to support all students who are victims of child abuse and/or neglect.

PROTOCOL FOR REPORTING CHILD ABUSE AGAINST INDEPENDENT SCHOOL STAFF/VOLUNTEERS/SERVICE PROVIDERS, OR OTHERS IN THE SCHOOL SETTING

It is the legal responsibility of the school staff and officials to provide a safe learning environment for **Canada Royal Arts High School** students. According to the MCFD Handbook, “The BC Handbook for Action on Child Abuse and Neglect”, if the child abuse occurs in a school-related setting, the head of the organization is responsible for responding to the report. It is the duty of the school staff and officials to report the concern to the child welfare worker AND the police (if the child is in immediate danger).

ALLEGATIONS AGAINST STAFF MEMBERS

The Appointed School Official is responsible to investigate the allegations of child abuse. The ASO will report the matter to the Child Welfare Worker if they believe the child needs protection, and to the police if they believe that the child is in immediate danger and/or that a criminal offence has occurred. The principal has the power to suspend any staff member whose presence of being at **Canada Royal Arts High School** threatens the safety and welfare of the students.

ALLEGATIONS AGAINST VOLUNTEERS

The Appointed School Official is responsible to investigate the allegations of child abuse. The ASO will report the matter to the Child Welfare Worker if they believe the child needs protection, and to the police if they believe that the child is in immediate danger and/or that a criminal offence has occurred. The School Authority has the power to issue a “No Trespass Order” against the volunteer, prohibiting their entrance to **Canada Royal Arts High School**.

ALLEGATIONS AGAINST CONTRACT WORKERS AND OTHER PERSONS

The Appointed School Official is responsible to investigate the allegations of child abuse. The ASO will report the matter to the Child Welfare Worker if they believe the child needs protection, and to the police if they believe that the child is in immediate danger and/or that a criminal offence has occurred. The School Authority has the power to issue a “No Trespass Order” against the volunteer, prohibiting their entrance to **Canada Royal Arts High School**.

PROTOCOL FOR REPORTING TO THE POLICE

The Appointed School Official is to exercise judgement when reporting abuse to the police, as not every abuse incident warrants police involvement. Police involvement is crucial if there is reason to believe that the alleged child abuse may constitute a criminal offence.

REPORTING TO A CHILD WELFARE WORKER

The primary responsibility of dealing with abuse allegations lies with the Appointed School Official. The Appointed School Official must report the allegations when they have reason to believe that abuse or neglect has taken place outside the scope of the independent school investigation and the parent is unwilling/unable to protect the child.

DUTY TO REPORT PROFESSIONAL MISCONDUCT

If the principal suspends, dismisses, or disciplines an authorized individual for misconduct that involves abuse, such as physical harm or significant emotional harm to a student, the principal must send a report to the commissioner ASAP regarding his/her choice to suspend, dismiss, or discipline the accused authorized individual.

STAFF TRAINING AND REVIEW

The Appointed School Official must allocate time for annual training to be provided to all school personnel, contracts, and volunteers who are to be interacting and working with children. The ASO must ensure that everyone is aware and comprehending how to respond affectively to their legal duty of reporting child abuse and/or neglect concerns.

Training must include appropriate procedures and actions for recognizing child abuse and/or neglect, required actions and steps, prevention measures, protocols for reporting child abuse and/or neglect, and an understanding of the legal responsibility of everyone if they suspect child abuse and/or neglect.

POSSIBLE INDICATORS OF CHILD ABUSE AND NEGLECT

This is a quick reference for possible indicators of child abuse and neglect.

- 1) Unexplained bruises, welts, cuts, burns, and bite-marks on the lower back, thighs or upper arms.
- 2) Unexplained, repeated injuries over time.
- 3) Complaining about sore throats or stomach aches that have no medical explanation.
- 4) Lacking proper hygiene and self-care, constant hunger, or inappropriate clothing for current weather conditions.
- 5) Irritation, bruising, bleeding, pain, or itching near genitals/anus.
- 6) Bruises on breasts, buttocks, or thighs.
- 7) Frequent nightmares, bedwetting, and/or fear of the dark.
- 8) Cuts or sores on arms/legs.
- 9) Self-harming behavior.
- 10) Noticeable fear of going home, attempts to run away.
- 11) Change in attitude and perspective on someone they've previously liked or trusted.
- 12) Expressing bizarre, overly sophisticated, or unusual sexual knowledge that would be atypical for one's age, language, or play behaviors.
- 13) Expressing anxiety or fear about being outgoing and friendly.
- 14) Expressing sadness, frequent crying, breakdowns, and depression.
- 15) Lacking friends or not participating in activities.
- 16) Irregular or lack of attendance at school.

PROCEDURES FOR REPORTING SUSPICIONS

The procedures listed below are to be followed when reporting any suspicion of child abuse.

- 1) First, report the matter to a Social Worker in the Ministry for Children and Family Development.
- 2) Complete and submit the School Reporting Suspicion of Child Abuse form to the Principal (a copy is available in the Staff Handbook) and retain a copy.
- 3) School officials will not conduct their own investigations if a report has been filed with the Ministry for Children and Family Development and/or the Police because the school

investigation may interfere with the Child Protection investigation or the Police investigation.

- 4) Every effort will be made to protect the identity of the child in possible need of protection. Confidentiality will be maintained always.
- 5) Document all aspects of your involvement in the case and keep all notes in a confidential and secure place.
- 6) Do not inform the accused of your involvement.
- 7) If the Principal is the accused, inform the Chairperson of the Board.
- 8) If the accused is a School employee, the Principal will contact the parents and inform him/her/them that a report has been made to the Ministry for Children and Family Development.
- 9) When notifying a parent of reported abuse, the Principal will not disclose the identity of the accused or the person who made the report. The decision to disclose this information will be left to the Social Worker from the Ministry for Children and Family Development.
- 10) School personnel will not contact the parent if the parent is the accused.

PROCEDURES FOR RECEIVING COMPLAINTS

The procedures listed below are to be followed once a complaint has been received by the Principal.

- 1) The Principal will contact the Ministry for Children and Family Development and the Police to ascertain whether a report has been received and whether an investigation will be carried out. The Principal will record the time and date of the call and the name of the person contacted.
- 2) As soon as notification is received that an investigation will be conducted by the Ministry for Children and Family Development and the Police, and if the accused is a School employee, the Principal will notify the School employee, in writing, that pending the outcome of the investigation, disciplinary action may be taken.
- 3) Any School employee who is suspected of child abuse may be immediately suspended with/without pay, from his/her position while the investigation is ongoing.
- 4) Any School employee who is found guilty of child abuse will be disciplined and may be terminated from his/her position.

PROCEDURES FOR SUSPECTED CHILD ABUSE REPORTS

The procedures listed below are to be followed when a fellow student has been reported for suspected child abuse.

- 1) The parent of the suspected victim will be notified of the allegations and informed that the School will take steps to minimize or eliminate contact between the students. The name of the accused will be protected unless released by the authorities.
- 2) When a student is suspected of child abuse, the parent may be requested to keep the student at home until the investigation has been completed.

- 3) The accused student will not be denied his/her right to an education and the Principal may designate an alternate school setting.
- 4) If charges are dismissed, the accused student may return to school at the discretion of the Principal.

PROCEDURES FOR DEALING WITH CASES OF REPORTED ABUSE

The following procedures are to be adhered to in dealing with any cases of reported abuse.

- 1) All employees of Canada Royal Arts High School will cooperate with investigating agencies.
- 2) Social Workers will check with the Principal before conducting interviews on school premises. The credentials of the Social Worker need to be confirmed.
- 3) The Principal will arrange a private space for interviewing and make staff available to offer support to the student should he/she or the Social Worker request it.
- 4) Any employee of Canada Royal Arts High School who reports suspected child abuse is exempt from liability unless the report is made maliciously or without probable and reasonable grounds.
- 5) All recorded information pertaining to suspected child abuse will remain confidential.
- 6) Any employee of Canada Royal Arts High School who may be convicted of a failure to report suspected child abuse may be subject to discipline by the School.

CONTACT INFORMATION FOR PARTNER AGENCIES WITH RESPECT TO CHILD ABUSE

Remember, in the event of a suspected abuse/neglect:

- 1) Contact Ministry of Children and Family Development (MCFD).
- 2) The Police (if child is in immediate danger and/or when a criminal offense is suspected).

To report a case of suspected abuse and neglect, please call:

1) MCFD LOCAL OFFICE:

604-660-1044

150-5840 Cedarbridge Way

Richmond, BC V6X 2A7

2) AFTER HOURS CALL TO MCFD:

Vancouver, North Shore, Richmond

604-660-4927

3) POLICE:

9-1-1

HARASSMENT AND BULLYING PREVENTION POLICY

For the purposes of this policy, bullying behavior is defined as a pattern of repeated aggressive behavior, with negative intent, directed from one person to another where there is a power imbalance. It includes verbal, emotional and physical aggression, and includes any behavior that is unasked for, and unwelcome.

KEY CONSIDERATIONS

1) **Power:**

- Involves a power imbalance. Individuals who bully acquire their power through physical size and strength, including status within the group.

2) **Frequency:**

- Is repeated over time. Bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.

3) **Intent to harm:**

- Is intended to hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

4) **Cyber bullying:**

- Bullying behavior which is carried out through an internet service such as email, chat rooms, blog, discussion group or instant messaging. It can also include bullying through mobile phone technologies and new internet technologies in the future.

5) **Harassment:**

- Any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of concern is such behavior that persists after the aggressor has been asked to stop.

6) **Intimidation:**

- Intimidation is the act of instilling fear in someone as a means of controlling that person.

EXAMPLES OF BULLY BEHAVIOR

- 1) Any kind of unwanted and repeated communication or any kind of remark that undermines another's self-respect. The communication can take place face-to-face, within hearing range, over the phone, in written communications, and even via Internet chat rooms.
- 2) Spreading malicious rumors, gossiping, name-calling, taunting, insults, put-downs, unwanted sarcasm, "dirty" looks, and condescending remarks, unwanted teasing, or unwanted jokes.
- 3) Racial slurs, religious slurs, or taunts about a person's looks, behavior, attire, age, economic status, ethnic origin, country of origin, or sexual orientation.
- 4) Unwanted sexually suggestive remarks, sexually abusive remarks, or sexually threatening behavior.

- 5) Physical aggression, such as slapping, hitting, choking, kicking, poking, punching, or unwanted touching, or threats of violence that instill fear.
- 6) Defacing or damaging school property, or another person's belongings.
- 7) The use of any instrument either as a weapon, or to threaten to do harm.
- 8) Bringing onto the school premises a gun, or other illegal weapon, or any instrument that could be used as a weapon, or to threaten to do harm.
- 9) Emotional bullying, such as ignoring, shunning, excluding, or isolating the victim, or consistently impacting others with sudden outbursts of rage, or loud shouts or yelling, with an intention to agitate others.
- 10) Daring or coercing another individual to do something that could cause harm to themselves, or to another, or extortion (demanding money or goods in exchange for the victim's safety).
- 11) Setting up the victim to take the blame for an offence.

SEXUAL ORIENTATION & GENDER IDENTITY (SOGI) SCHOOL LEAD

The SOGI School Lead is responsible for raising awareness of SOGI issues and supporting students and teachers in their school to be inclusive and implement SOGI policies and initiatives. All activities vary by school and the SOGI School Lead role can be shared to enhance collaboration opportunities. Some of the duties include leading SOGI events, activities, and initiatives within the school, providing guidance for teachers on incorporating SOGI awareness into grade-level curriculum, and supporting families, staff, and students when SOGI issues/situations arise.

Canada Royal Arts High School staff is named the SOGI (Sexual Orientation Gender Identity) school Leader. This position entails promoting an outlook and appropriate behaviors towards students of all sexual and gender orientations. Our school is highly committed to creating a welcoming and comfortable school environment that facilitates inclusiveness and understanding between all students and staff.

RESPONDING TO BULLYING

Call 9-1-1 or your local police if any person is in immediate danger, or if a criminal offence has been or is likely to be committed.

Criminal offences include, but are not limited to:

- physical or sexual assault.
- possession of an illegal weapon, such as a gun.
- possession, or use, of any instrument, with the intent to use as a weapon, or to threaten to use as a weapon.

RESPONDING TO THE SCENE OF THE INCIDENT

The following procedures are suggested as appropriate responses to be followed in the event of a bullying incident:

- Victims of bullying behavior, whenever possible, should immediately contact the nearest teacher or office staff member and inform them as to the nature of the bullying incident.

- Any individual who witnesses a bullying incident taking place should immediately contact the nearest teacher or office staff member and inform them of the nature, and location, of the bullying incident.
- A teacher who has been informed of a bullying incident should contact an office staff member before progressing to the scene to provide intervention assistance.
- For non-physical aggression, an office staff member may provide intervention strategies suggested in (2) and (3) below.
- For bullying incidents involving physical aggression, a staff member should first inform another staff member to request assistance, and then immediately go to the scene of the incident, where the staff members should intervene quickly and calmly to separate the parties involved. The “intervention” may include ordering them to stop fighting or separating them with force.
- However, if the fight becomes too violent to separate, or it involves weapons, staff members should try to refrain from intervening physically, but to call the police immediately.
- After the parties are separated, the staff members should then apply intervention strategies as given in (2) and (3) below.
- Following the incident, the staff member should initiate a Bullying Incident Report, and locate witnesses, if possible.

RESPONSE TO VICTIM

- Acknowledge the incident and provide reassurance.
 - Ensure that the victim is safe, or sent to a safe location.
 - Collect a statement from the victim.
 - Contact the parents/guardians if the victim is a student under 19 years.
 - Depending on seriousness, contact a Child & Youth Counselor, or contact the police at 911.
- During working hours (Monday to Friday) call:
- 1) Call Enquiry BC – Richmond.
 - 2) Tel: 604-660-1044 for a local Ministry of Children and Family Development office nearest you. The closest office of the Ministry of Children and Family Development is located at 150-5840 Cedarbridge Way, Richmond, BC V6X 2A7. Tel: 604-660-1044

RESPONSE TO AGRESSOR

- Remind the aggressor of this policy and describe the bullying behavior.
- Point out impact of action on others.
- Collect a statement from the aggressor.
- Contact the parents/guardians if the aggressor is a student under 19 years.
- Depending on seriousness, contact a Child & Youth Counselor, or contact the police.
- Send the aggressor to the Vice Principal, or the teacher in charge of student discipline, who will investigate and impose school penalties as applicable.

- Individuals found guilty of bullying have the right to appeal the charge to the Principal within 10 days of the incident.

PENALTIES FOR THE AGRESSOR WHO IS A STUDENT:

Penalties for bullying behavior depend on whether it is a first, or further bullying offence.

1) First Offence

- Initial incident: discussion with the bullying student about the incident by teacher
- Parents of both parties contacted
- A warning letter to student from the Vice Principal, or the teacher in charge of student discipline, to be placed on the student's file.
- The letter will contain a reminder of possible suspension or expulsion for a further offence.

2) Second Offence

- A warning letter to student from the Vice Principal, or the teacher in charge of student discipline, to be placed on the student's file.
- The letter will contain a reminder of possible suspension or expulsion for a further offence.
- A Bullying Incident Report is filed in the permanent student records.
- For a student who is less than 19 years of age, the parents/guardian will receive a copy of the letter.
- At the discretion of the Vice Principal, or the teacher in charge of student discipline, the student will be suspended from the school for a period of 3 to 5 days.

3) Third Offence

- A written notification from the Vice Principal, or the teacher in charge of student discipline, placed on the student's file, informing the student that this is a third offence and stringent penalties will be imposed.
- Depending on the seriousness, the student will be either suspended for the following semester, or expelled from the school immediately, or expelled from the school for the following semester, at the discretion of the Vice Principal, or the teacher in charge of student discipline.

4) Criminal Offence

- Regardless whether the offence is a first, second or third one, if the incident is defined as a criminal offence by the police and the aggressor is going to be charged for it, CIRA will follow the suggestions of the police, whichever penalties or suspension the police may impose on the student.

5) Others

- The Vice Principal, or the teacher in charge of student discipline, may at his/her own discretion, order certain individuals to be banned from entering the school premises in order to prevent further possible incidents from happening.

SUPERVISION POLICIES AND PROCEDURES

Supervision is conducted by the Head of Safety and Security. Their job is to ensure that the students are being supervised and following all school policies and rules.

Supervising will be done around the entire school, parking lots, every floor and area of inside the school at all breaks, lunch times and any other times necessary that the school needs. Students are expected to follow all policies and rules of the school at all times. If any rules and policies are broken, the Head of Safety, Security and Cleanliness will take appropriate action to deal with these issues.

Dismissal of a student from the school can also be taken under the Head of Safety, Security and Cleanliness's discretion if the student is not cooperating.

FIELD TRIP SUPERVISION

Minimum supervisors required for day trips (with / without transportation): 1

DUTIES AND RESPONSIBILITIES OF SUPERVISORS

Significant responsibility rests with the supervisor of an activity that takes students off school property.

- 1) The duty of care to be provided by Teachers in supervisory positions is to assess risks as a prudent and reasonable person would, given the circumstances of the trip.
- 2) The responsibility of the supervisor is to take reasonable steps to reduce the risks of injuries.
- 3) This responsibility includes being prepared for emergencies and providing communication to parents as quickly as possible in the event of a health or safety concern for the student(s).
- 4) Supervisors must ensure that they have pertinent student information and equipment in their possession at all times (e.g., medical information, First-Aid kit, telephone numbers, etc).
- 5) An accurate attendance count must be taken at all points of departure.
- 6) Staff members or volunteers will not consume any alcoholic beverages while on any Field Trips (day or overnight). The Teacher-in-Charge will ensure that adequate supervision is maintained.

TEACHERS

Teachers are deemed by law to have authority over students by virtue of their positions as Teachers.

- 1) Teachers are responsible for the supervision and safety of students during a Field Trip.
- 2) Teachers are expected to ensure that students show the same standard of behaviour on Field Trips as is expected during in-school programs.
- 3) Trip supervisors must include at least one certified Teacher employed by the Board.

SUPERVISION WITHIN THE SCHOOL GROUNDS

Teachers and staff are responsible for the safety and supervision of all students within the school grounds during school hours. All students who wish to remain within school grounds for lunchtime will be supervised by the teachers within the school facility.

Teachers and staff are not responsible for supervising students who leave the school grounds, or outside of school hours.

TOBACCO AND VAPOUR PRODUCT POLICY

Canada Royal Arts High School recognizes that the use of tobacco products, vapour products, and other controlled substances as a negative lifestyle choice for students, employees, and visitors. We accept the responsibility as educators to provide positive role models and best practices to our students.

TOBACCO AND VAPOUR PRODUCT USE PROHIBITION

The school acknowledges its legal obligations to act in accordance with Section 2.2 of the Tobacco and Vapour Products Control Act (Tobacco Control Act as amended by Bill 14 in 2015). No person is permitted to use or hold any tobacco or vapour product at any time, including non-school hours and days, in or on any building or land, owned, leased or rented by the school.

This prohibition also applies to any vehicles on school property or utilized for school functions. No school student or employee is permitted to use or hold any tobacco or vapour product at any school sponsored or school related events, even though the events are held off school property. All other persons will be requested not to use any tobacco or vapour products in the presence of school students at school sponsored or school related events which are held off school property.

DRUG USE PROHIBITION

No person is permitted to use or possess any controlled substance at any time, including non-school hours and days, or on any building or land owned, leased or rented by the school. This prohibition also applies to any vehicles on school property. No school student or employee is permitted to use or possess any controlled substance at any school sponsored or school related events, even though the events are held off school property. All other persons will be requested not to use any controlled substance in the presence of school students at school sponsored or school related events which are held off school property.

ENFORCEMENT

Students engaging in the prohibited behaviour will be subject to the stipulations of the student discipline policy. School employees engaging in the prohibited behaviour will be subject to the stipulations of the employment agreement regarding employee code of conduct violations. All other persons engaging in the prohibited behaviour will be asked to cease their use of a prohibited product or to leave the school property or school event.

EDUCATION

Canada Royal Arts High School will include education about the harmful effects of tobacco, vapour products, and drug use at appropriate grade levels in their educational programs. We will communicate that we are a tobacco and vapour product free institution through its usual

communication modes to students, parents, employees, and visitors. We will post signs at appropriate places in our facilities and on their grounds providing notification that the school is a tobacco and vapour product free institution.

SUBSTANCE USE POLICY FOR STUDENTS

EFFECTIVE DATE: Oct 1, 2018

PURPOSE OF THIS POLICY

Canada Royal Arts High School is committed to the health and safety of its students and anyone attending at the School. 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.

SCOPE OF THIS POLICY

This Policy applies to all students of the School.

THE POLICY

The 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 School's Code of Conduct.

A. 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:

- 1) 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
- 2) 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

Code of Conduct.

B. 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 Code of Conduct.

C. 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.

MEDICAL EMERGENCY RESPONSE PLAN FOR SCHOOL

First Aid, Emergency Treatment, and Administration of Medication for Students

PURPOSE

To establish procedures for the administration of emergency first aid services in the school, including first aid, emergency treatment, and administration of emergency medication for students.

Procedures established in this policy shall be followed during the school day, at school-sponsored activities, and while on a school bus or other school property.

GENERAL PROVISIONS

The provisions of this policy are intended to meet student health needs during minor and major injuries or medical emergencies. To ensure student safety, **Canada Royal Arts High School** has adopted the position that parents and guardians shall administer medications at home whenever possible.

Canada Royal Arts High School recognizes that accidents and medical emergencies can and do happen during school campus hours and during school-sponsored events; therefore, the school has adopted guidelines to prepare staff members to provide first aid and emergency care during these unexpected events.

FIRST AID AND EMERGENCY TREATMENT

First aid shall be provided to students, school staff, and campus visitors.

- a) Any school staff member designated by the principal to render care shall complete training in CPR and First Aid provided by any nationally recognized training organization.
- b) Volunteers who may render care to sick or injured students must receive equivalent training by the public health nurse.
- c) First aid supplies shall be kept in central locations in the schools, where they will remain clean, dry, and available to all personnel.
- d) Since students may have epileptic seizures and/or asthma attacks or other health conditions at school, teachers will be made aware of appropriate procedures for handling these conditions and for calling 911, Emergency Medical Services (EMS)
- e) Each year, student's parents or guardians will be requested to update the Student Health Information Form with the student's current health condition and any known major health conditions or allergies that may require school personnel to provide emergency care.

When an emergency exists, school staff members will implement appropriate emergency procedures, "activating the school's Emergency Response Plan (ERP)".

- a) Any staff member can contact 911, EMS.

- b) Staff members will be trained to administer emergency procedures needed in life-threatening situations. In general, those trained staff members most likely to be in immediate proximity to the student, staff person, or visitor in the event of an emergency.
- c) At least two employees in the school will have current certification in cardiopulmonary resuscitation (CPR) and first aid, or have received training within the last two years in emergency first aid and CPR through nationally recognized training organizations.

EMERGENCY INJECTIONS

Epinephrine auto-injectors prescribed for students with identified allergies.

- a) When a licensed medical professional believes that epinephrine to treat an allergic reaction is necessary during school hours, it will be administered in SCHOOL by (staff person or persons according to SCHOOL POLICY). These persons are taught by the school public health nurse to administer the injection, following established training guidelines.
- b) Only premeasured doses of epinephrine may be given. The injection will be given immediately after report of exposure to the allergen or at the prescribed student's request due to onset of allergic reaction. Type of exposure (e.g., ingestion, skin contact, inhaled) as well as specific allergen must be indicated on the licensed medical professional's order. One person in the school shall be trained in the procedure. This trained person will be a regular member of the school staff. The person trained in this procedure must be able to access the student within TWO (2) MINUTES OF ONSET OF SYMPTOMS or notification.
- c) In situations when students are approved by the principal to carry their own epinephrine, the trained person in addition to the school nurse is instructed in the administration procedure in the event that the student is unable to self-administer. A second dose, to be used for back up, should be kept in the clinic and/or other approved locations in case the student's medication is not available.
- d) The parent or guardian and licensed medical professional, as indicated, must complete the appropriate authorization form.
- e) The school shall contact EMS IMMEDIATELY (if available, send another staff person to dial 911) and the parent or guardian when a student has been given epinephrine.

INHALERS

With a diagnosis of asthma, and orders from a licensed medical professional, a student may be permitted by the principal to carry and use an inhaler for asthmatic conditions.

- 1) At least one school employee will be taught to assist in the administration of the inhaler.
- 2) A second inhaler, to be used as a back-up, may be kept in the clinic or other school-approved location accessible by the student with appropriate staff supervision as required.

FIELD TRIPS

For field trips that are considered an extension of the schools program, arrangements for management of injury and medical emergencies shall be provided in accordance with the procedures described in policy.

First aid supplies shall be available on all school buses and vans during field trips.

At least one school staff person will be trained in first aid and age-appropriate CPR, including adult CPR.

DRINKING WATER POLICY

Policy Statement:

Canada Royal Arts High School must test for lead content every three years in drinking water in its school facilities to ensure water quality meets established guidelines under applicable provincial and federal legislation, and report results to the Ministry of Education as part of the annual inspection process.

Water Testing Requirement:

Aligning with Ministry requirements Canada Royal Arts High School must complete lead content testing on all school facilities once every three years, but we must report these results annually. Ideally, this takes place before the start of a school year.

Rationale:

This policy specifically addresses lead content in drinking water. It is designed to meet requirements for testing lead content in drinking water of the facilities at Canada Royal Arts High School, reporting of the results, and mitigation strategies to eliminate or reduce any risks to students and staff.

Risk Assessment:

Once every three years, the administration will ensure that the lead content in the water at Canada Royal Arts High School falls into the normally accepted guidelines as set out by Drinking Water Protection Act (updated as of October 25, 2017). Maximum allowable concentration levels are 0.010 mg/L as of November 3, 2017.

Water testing must be done through accredited laboratories in British Columbia, such as those identified in the document “Flushing, Sampling and Testing Information for School District Drinking Water” put out by Vancouver Coastal Health.

If the water falls *inside* of the accepted guidelines, testing will follow a three-year cycle. If the water falls *outside* of the accepted guidelines, strategies will be developed to mitigate the lead contamination of water.

Communication Plan:

In the event that testing finds drinking water concentrations of lead at or above the maximum acceptable level, the school will:

- immediately inform the Independent Schools Branch of the issue. Ongoing compliance with this policy will be confirmed during monitoring visits and external evaluations.
- work collaboratively with Vancouver Coastal Health and other agencies to communicate the results of testing lead content in drinking water to parents, students and staff by describing

the rationale for testing lead in drinking water, partnership with the Health Authority to work toward a solution, and results of sampling,

- identify mitigation strategies implemented or being consider by the authority, and
- provide contact information for the authority and Vancouver Coastal Health for parents, students and staff to request further information.

Mitigation Strategies:

Mitigation strategies 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 level

Should test results indicate that lead levels fall outside acceptable levels, the school will contact Vancouver Coastal Health and refer to appropriate documentation (see below) for advice on mitigation strategies.

Guidelines provided by Vancouver Coastal Health (PDFs available)

“Protecting Children from Lead in Drinking Water at Schools – Recommendations of the Medical Health Officer to School Districts”

“Flushing, Sampling and Testing Information for School District Drinking Water”

“School Flushing Program Development Guide”

Guidelines provided by BC Health Protection Branch

“Interim Guidelines on Evaluating and Mitigating Lead in Drinking Water Supplies, Schools, Daycares and Other Buildings” (July 2017)

https://www2.gov.bc.ca/assets/gov/environment/air-land-water/water/waterquality/how-drinking-water-is-protected-in-bc/interim_guideline_on_reducing_exposure_to_lead_through_drinking_water_july_2017.pdf

Government Policy governing Independent Schools:

<https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/independent-schools/testing-lead-content-in-drinking-water>

SANCTIONS AND ACTIONS FOR STUDENT BEHAVIOR

The following table supports the school’s Discipline and Sanctions policy and provides guidance to staff, students and parents as to the process of managing student behavior that is not as the School would expect. This table provides guidelines as to an expected response; there may be instances where teacher action is accelerated because of the severity of an incident, or progressed more gradually because of a student’s individual needs or circumstances; the school maintains the right to make these judgements. In dealing with any incident, the confidentiality of all students involved needs to be respected.

	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
BULLYING & HARASSMENT	<ul style="list-style-type: none"> Initial incident: discussion with the bullying student of the incident by teacher Parents of both parties contacted 	<ul style="list-style-type: none"> Second incident: discussion with the bullying student of the incident by teacher and principal Parents of both parties contacted 	<ul style="list-style-type: none"> Third and subsequent incidents: discussion with the bullying student of the incident by teacher and principal Parents of both parties contacted Parents of the bullying student to come in and discuss way forward Teacher to keep a log of daily events/interactions with the bullying student and other children 	<ul style="list-style-type: none"> As in stage 3 but professional help to be sought; child to be monitored both within the school context and outside of the school to support therapeutic behaviours. 	Parent to pay for recess and lunchtime supervision to ensure all children are safe. <ul style="list-style-type: none"> Any subsequent incident the child may be asked to leave the school OR In the event of any serious incident allied with some history of bullying in previous stages which challenges the safety of other children, the student may be asked to leave
PURPOSEFUL PHYSICAL CONTACT WITH INTENT TO HARM	<ul style="list-style-type: none"> Initial incident child suspended internally for the rest of the day. Parents of both parties contacted When the principal or another adult is not available to supervise the withdrawn child, the parent will be 	Any subsequent incident in one year : <ul style="list-style-type: none"> Child suspended externally for the rest of the day Parents of both parties contacted Parents contacted by teacher/principal to discuss pattern 	Any subsequent incidents: <ul style="list-style-type: none"> Child suspended externally teachers log all student’s interactions with staff and others 	<ul style="list-style-type: none"> As in stage 3 but professional help to be sought; child to be monitored both within the school context and outside of the school to support therapeutic behaviours 	<ul style="list-style-type: none"> Parent to pay for recess and lunchtime supervision to ensure all children are safe. Any subsequent incident the child may be asked to leave the school OR In the event of any serious incident allied with some history of bullying in previous

	asked to collect the child on the first incident	of behaviour			stages which challenges the safety of other children, the student may be asked to leave
DISOBEDIENCE/INSUBORDINATION	<ul style="list-style-type: none"> • Child warned to correct behaviour 	<p>For repeated defiance or particularly confrontational defiance:</p> <ul style="list-style-type: none"> • Child warned to correct behaviour • Removed from the situation to reflect on how s/he should respond when defiant. • Parents contacted 	<ul style="list-style-type: none"> • Stage 1 & 2 • Removed to the principal's office • Parents contacted by teacher to discuss pattern of behaviour • All teachers log student's interactions with staff and others 	<ul style="list-style-type: none"> • Stages 1-3. • If repeated defiance, insubordination then parents requested to secure a therapist to work with child 	<ul style="list-style-type: none"> • Continuous disobedience and insubordination which consistently challenges the learning of other students may lead to the child being asked to leave
DISRUPTION TO CLASSROOM ORGANIZATION, LEARNING, AND TEACHING	<ul style="list-style-type: none"> • Child warned (3-5 times) 	<ul style="list-style-type: none"> • Child, under supervision, removed from the classroom whenever there is disruption • Parents contacted about teacher concerns • Principal informed 	<ul style="list-style-type: none"> • Stages 1-2 • Teacher keeps log of times child disrupts lesson, or others' learning • Teacher liaises with parents weekly • Continued concerns – parents to discuss situation with teacher and principal 	<ul style="list-style-type: none"> • Stages 1-3; disruptive behaviour noted to be disturbing the learning of other students • Parent requested to support child by paying for personal assistant for child in the school to support learning and to supervise child when removed from the classroom 	<ul style="list-style-type: none"> • Stages 1-4 • In extreme circumstances, child may be asked to leave
LATENESS	<ul style="list-style-type: none"> • First to third occasions – teacher notes lateness 	<ul style="list-style-type: none"> • Subsequent occasions, teacher speaks to parent and requests parent to bring child to school on time 	<ul style="list-style-type: none"> • 5th occasion, parents invited to discuss with the principal the reasons for regular lateness • remediation put in place 		

INTERNATIONAL STUDENT GRADUATION CREDIT POLICY

DOGWOOD DIPLOMA

To earn a Dogwood Diploma, **international students must meet all graduation requirements.**

In addition, there are many **specific conditions that pertain to International students** (who have not been educated in either English or French for the previous two years).

Such international students:

1. May earn credit for Language Arts 10, Science 10 and a Mathematics 10 either through course enrolment or challenge, or through an equivalency assessment. Required Provincial Exams are **mandatory** for students who **enroll in or challenge** these courses. The Required Provincial Exams are **not mandatory** for students obtaining credit through **equivalency** for these courses.
2. Must also earn credit for **Graduation Transitions** through a **school-supported course or process.**

International students must be assessed to determine if all the Graduation Transitions Prescribed Learning Outcomes have been met, regardless of the grade level at which they enter a British Columbia school. Like students on the 2004 Graduation Program, when the requirements have been met, international students will be assigned four (4) credits and “requirements met (RM)” will be noted on their transcript.

Canada Royal Arts High School must assist students in finding appropriate work experience or community involvement that does not conflict with the terms of their legal status in Canada. (**In most cases, international students may not engage in paid employment.**)

International students **must earn credit for courses in the following categories through instruction** from a British Columbia-certified teacher. **No Equivalency review or Challenge** process is permitted:

- Language Arts 11
- Language Arts 12
- One of Science 11 or 12
- One of Mathematics 11 or 12
- Social Studies 11 (or Civic Studies 11 or BC First Nations Studies 12)
- Planning 10

Other Graduation Program courses may receive credit through an Equivalency review or Challenge process. For Socials Studies 11 (or Civic Studies 11 or BC First Nations Studies 12) and Language Arts 12, students must write the Required Provincial Exams.

Link to Ministry Policy:

<http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/international-student-graduation-credit>