



# BCMA SCHOOLS

## PARENT & STUDENT HANDBOOK

2025-2026  
SMS



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Dear Parents, Students and Guardians,

Assalamu Alaikum,

As we begin another school year, I would like to take this opportunity to welcome all our students back, and a special welcome to students who are new to our school. Communication and interaction between students, teachers and parents is vital to a successful year. This Parent and Student Handbook has been carefully prepared for parent and student use. The Handbook is designed to help our families understand the expectations set by BCMA Schools.

One of school's most important priorities is to develop the individual's learning and intellectual skills through generating integration between the Islamic curriculum and the program of studies prescribed by the British Columbia Ministry of Education. This can be achieved through our ABC School Model:

**Achievement:** to foster students' high achievements in all areas of knowledge and skills. We foster superior expectations for all students. Thus, the teachers and administration are focusing on teaching which will lead to dramatic improvement in the students' performance.

Parents are strongly urged to nurture their children's high achievements by providing them with support, care, and encouragement which is essential to their academic success.

**Building Character:** Knowledge can be of no benefit if not directed by constructive principles and transmitted through productive actions. Thus, proper behavior is constantly promoted to maintain a safe and caring learning environment. In our disciplinary approach, we use reminders; encourage making better choices, discussion, problem solving, counseling, and if needed, practical consequences. We spend a great deal of time encouraging the children to work out social conflicts verbally (i.e., use their words), to listen to each other, to encourage empathy, and to constantly strive for a spirit of harmony and mutual respect.

**Celebrating Canadian Muslim Identity:** Celebrating and acknowledging our Canadian Muslim Identity is one of our priorities at our schools. We feel that we are an important part of the Canadian Mosaic and that our children will be major contributors to the future of Canada. Students will build a strong Islamic foundation and will contribute to the community throughout their years at our BCMA Schools.

## **MISSION, PHILOSOPHY, & BELIEFS**

### **Our Vision**

To cultivate an environment that facilitates the development of students with a deeply rooted faith, breadth of knowledge, and prudent ingenuity.

### **Our Mission**

We strive to develop an enriched learning community that is dedicated to fostering excellence in Islamic character, academic achievement, and civic engagement.

## **Beliefs**

- ★ All students have the right to equitable access to quality education programs that meet their diverse need.
- ★ Students are entitled to a safe, secure, and caring learning environment where everyone is respected and value.
- ★ Providing an Islamic education and atmosphere develops the whole person.
- ★ Our educational system must provide our society with creative, critical thinkers, and problem solvers, who are well prepared for post-secondary studies, diverse work environments, life-long learning, and global citizenship in a complex, multicultural world.
- ★ All students should challenge themselves to reach their highest potential.
- ★ The success of students is the shared responsibility of students, families, school, community, and government.
- ★ Parents should have opportunities for meaningful involvement in important decisions about their children's education.
- ★ Parents and the public should have access to timely information about the performance and cost of the educational system in which they enroll their children.

Resources and relevant decision-making should be available where education exists.

## **SCHOOL PRIORITIES**

Within an environment of open and clear communication, accountability, and professionalism, BCMA Schools expect all its staff and students to:

1. Demonstrate excellence and continuous improvement in academic, Islamic and Arabic curriculum and in all aspects of teaching and learning.
2. Demonstrate positive leadership and model citizenship in a globalized society.
3. Apply the principles of Islam in everyday life.

## **Outcomes**

1. Our graduates are proud to consider themselves practicing Canadian Muslims who accept belief in the six articles of faith, which includes observing the five pillars of Islam. In addition to being conscious of Allah's presence and act sincerely for His sake, according to the Quran and the Sunnah of Prophet Mohammad (PBUH) and are balanced in their acts of worship while avoiding all forms of extremism.
2. Acquiring good character are fair, honest, respectful, modest, patient, cooperative, etc. Observes Islamic social man

3. **Are intellectually well-rounded:** Acquainted with the basic principles of Islamic belief and objectives of Islamic jurisprudence. Students at BCMA Schools are familiar with Islamic history especially the life of Prophet Mohammad (PBUH) and his companions. Familiar with the ancient and modern history and the geography of the world. Understand and appreciate the multicultural aspects of the global society. Our students are also able to seek and find necessary information when needed, strive to be leaders in their fields, and have up-to-date knowledge and skills in the use and applications of technology as well as the use of critical thinking skills to make informed choices and decisions.
4. **Are self-motivated leaders:** Sets his/her goals high and strives to reach them. Is willing to take risks. Shows commitment to life-long learning. Possesses an attitude of success, i.e., persistence; and views a setback as a problem-solving learning opportunity.
5. **Are self-disciplined:** Behaves in a mature and responsible manner that reflects positively on him/her. Meets his/her obligations and takes responsibility for his/her decisions and actions. Has the ability to reject immediate satisfaction for something better and lawful with more positive long-term consequences.
6. **Are organized in their affairs:** Realizes the importance of proper time management. Set their priorities and fulfills tasks and does assignments on time. Uses his/her time constructively to acquire useful knowledge, develop his/her skills, strengthen family ties, and support his/her community.
7. **Are physically healthy:** Abides by Islamic teachings on eating, drinking, and sleeping to protect his/her body from diseases and illnesses. Maintains a healthy and active lifestyle. Maintains cleanliness and proper hygiene. Always takes the proper safety and security measures.
8. **Are beneficial to others:** Takes pride in being Canadian Muslims. This is characterized by being active, energetic, and skilled in public and community service. Views power and authority as a responsibility, not a privilege. Thinks of his or herself as a steward and protector of Earth's environment. They continuously give charity for good causes and help those who are less fortunate.

## **Students Rights and Responsibilities**

Students Have the Right to:

- Be treated with respect, dignity, and fairness by other students and staff, learn without being interrupted by others.
- Be provided with a learning environment that is free
  - from physical, emotional, and social abuse
- In the event a student breaches the expected good behavior and before any serious disciplinary action is taken by the Administration, the student and his/her parent or guardian will be given the opportunity to offer an explanation.
- Express their opinions in a socially acceptable manner.
- Say NO to those who wish to coerce them into doing or saying things they know are against school rules.
- General Expectations

## **The school expects the following from the students:**

- Be respectful and courteous to each other and to the school personnel.
- Respect the class time and schedule.
- Bring all the necessary supplies and homework assignments.
- Follow classroom expectations and guidelines.
- Be honest and truthful.
- Be tolerant of diversity and differences of opinion.
- Avoid using any form of violence or offensive language.
- Bring healthy food and beverages to the school every day.
- Keep the school clean and tidy.
- Respect and protect the school property.
- Move in a safe manner inside the school.
- Behave with good conduct in school, on school grounds, on the bus, and during school activities in and out of school.
- Cooperate fully with everyone authorized by the BCMA Schools Board of Education to provide education programs and other services.
- Comply with the rules of the school and be accountable to teachers for his/her conduct.

## **CODE OF CONDUCT**

In keeping with our commitment to the establishment of a safe, positive, challenging, and inclusive learning environment at BCMA Schools, our Code of Conduct outlines the expectations for the behavior of all our students. The schools Code of Conduct apply at school, on the bus, and when classes are participating in out-of-school activities.

Students, staff and visitors have the right to a safe school environment and freedom from intimidation, harassment and threat. Physical, verbal, sexual or psychological abuse; bullying; discrimination on the basis of race, religion, gender, language, disability or any other attribute is unacceptable.

At BCMA Schools, through partnerships between home, school, teachers, and students, we work together to prepare our children for their future.

Our students are expected:

To Be Learners	To Be Responsible	To Be Respectful
<ul style="list-style-type: none"><li>• Always do your best</li><li>• Be punctual</li><li>• Be prepared for class</li><li>• Be organized</li><li>• Start your work promptly</li><li>• Complete all assignments carefully and neatly and follow timelines for assignments</li><li>• Be a good listener and take turns</li><li>• Participate</li><li>• Take care of yourself and belongings</li></ul>	<ul style="list-style-type: none"><li>• Act responsibly and be accountable</li><li>• Follow through on commitments</li><li>• Cooperate and follow school rules</li><li>• Obey school boundaries and remain on school grounds at all times</li><li>• Behave in a responsible manner when on field trips, excursions, sports competitions as representatives of the school</li><li>• Wear school uniform</li><li>• Set a good example by being a positive role model</li><li>• Dress appropriately for weather and activities</li></ul>	<ul style="list-style-type: none"><li>• Respect yourself</li><li>• Show respect for others</li><li>• Be honest and truthful</li><li>• Use appropriate language</li><li>• Use good manners</li><li>• Share and care</li><li>• Be polite, honest and fair</li><li>• Refrain from inappropriate touching or gestures</li><li>• Respect others and their belongings at all times</li><li>• Show kindness and include everyone</li><li>• Play fair</li><li>• Do the right thing, even when it's difficult</li></ul>

At BCMA Schools, progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

The staff at BCMA Schools do their best to create a harmonious and stimulating environment conducive to learning. Some examples of strategies used to create a positive school climate are: Character development; Citizenship development; Student leadership; Student engagement opportunities; Environmental awareness and stewardship, School assemblies, Curriculum connections, Anti-bullying and Positive behaviour programs. In dealing with students' misbehaviours, we use a range of interventions and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

**Bullying** is intentional, hurtful, and aggressive behaviour that creates a real or perceived power imbalance between individuals. It is behaviour that causes fear, distress, or harm to another person's body, feelings, self-esteem, reputation, or sense of safety. Bullying is different from normal conflict; it involves a misuse of power and typically occurs repeatedly over time.



Bullying can take many forms, including:

- Physical bullying: hitting, pushing, kicking, tripping, or damaging property.
- Verbal bullying: name-calling, insults, teasing, racist or discriminatory remarks, intimidation, or verbal abuse.
- Social/emotional bullying: spreading rumours, exclusion, negative gestures, humiliation, or encouraging others to isolate a student.
- Cyberbullying: using technology, social media, messaging apps, or online platforms to harass, threaten, humiliate, or harm others.

Bullying, harassment, and intimidation will not be tolerated on school property, during school-related activities or field trips, on school buses, or in any situation — including online — where the behaviour negatively impacts the school environment.

### **School Response & Consequences**

The school follows a **progressive discipline approach**, with consequences that are fair, age-appropriate, and focus on helping students learn positive behaviour. Consequences may include:

- Verbal warnings and discussions
- Restorative conversations
- Apologies or restitution
- Loss of privileges
- Parent meetings
- Referral to administration
- Increased supervision
- Out-of-school or in-school suspension
- Expulsion in serious cases

Staff will respond promptly to any reports of bullying. All incidents will be investigated by the Principal or designate, and parents will be notified in cases of serious or repeated behaviour. The school is committed to supporting students who report bullying and will take steps to prevent retaliation.

### **School Expectations**

Students are expected to:

- Demonstrate respect for self and others
- Help maintain a safe and caring school environment
- Report any incidents of bullying, harassment, or intimidation
- Engage in learning in a productive and positive manner

Unacceptable behaviours include:

- Physical or verbal aggression
- Cyberbullying
- Discrimination or harassment
- Creating unsafe conditions
- Retaliating against anyone who reports misconduct

*(Please find the Harassment and Bullying Prevention Policy on the School App for more information.)*

## Weapons

No person on school property or attending a school-sponsored event shall have in their possession a dangerous instrument or weapon. Toy guns and toys weapons are not permitted.

## Cell Phones & Other Valuable Personal

Students are advised not to bring valuable items to school or to leave items unattended in washrooms or classrooms. The school is not responsible for loss or damage to students' personal property. Personal electronic devices ("PEDs") such as: cameras, cell phones, MP3 players, game boys, DS, IPODS, etc. are not to be used on school property and field trips. If such items are brought to school, they must always remain in students' backpacks. Students who need to use a phone should go to the school office.

## Right of Parents

As Stakeholders, parents and guardians have a right to:

- Receive and offer information about their children's education.
- Be respected and recognized as a major influence in a child's development.
- Have their voices heard and be able to express themselves in a socially acceptable manner on matters of school policy.
- Meet with school personnel at a mutually convenient pre-arranged time.
- Feel welcome at school.
- Have access to curriculum information.
- Leave their children in a supportive school environment where consistent. "Codes of Behavior" are expected and enforced.

## Responsibilities of Parents and Guardians

BCMA Schools expects the following from all parents and guardians:

- Check the school App and or your E-mail regularly for homework, reminders, and important announcements.
- Be responsible for making sure the children are well rested before bringing them to school; young children need between 8 to 10 hours of sleep each night.
- Provide children with a healthy breakfast prior to sending them to school.
- Children who eat a nutritious breakfast perform better at school
- Make sure that their children are brought to school on time and picked up on time.
- Always look through their children's bags when they come home from school each day to be informed about any assignments for the day, announcements, or notes.
- Show support for the school by participating in school functions and events.
- Read and understand all the school rules and regulations, including those rules outlined in this handbook
- Inform the school office prior to picking up your child for early dismissals by 2:30 pm at the latest.
- Inform the school office whenever the family changes their addresses, email, and phone numbers, as well as when any other important information about your children changes.

Please Note: The school reserves the right to de-register any family due to unacceptable conduct with any staff member, students, and other parents. As well as those who fail to pay the school fees. Examples of unacceptable conduct include but are not limited to harassment and non-compliance of school rules.



# BCMA SCHOOLS



## CORE SCHOOL VALUES



# ADMISSION REQUIREMENTS

## **New Students**

We accept students on a space-available basis both at the beginning of each new school year, and on a rolling- admissions basis during the school year.

## **Returning Students**

The suitability of every child's continuance at the school will be assessed each year. Current students will be assessed continually throughout the school year and ongoing interactive communication about progress will be shared with the parents and, when appropriate, with the students themselves.

If the school feels that the child's best interests are not being met, the parents will be informed no later than May 15th. For certain students with exceptionalities, we may recommend testing and certain accommodations, which we will supply in-house wherever possible. We may also refer students to public schools when we cannot meet or support the child's learning needs. If such a recommendation is presented to the family, the administration will work closely with the parents to assist them with finding accommodations, assistive technology, or a more suitable placement for their child.

## **Changes to Student Admissions and Bus Services**

Any request for cancellation of bus services and student admissions must be submitted in writing. Any approved requests will be effective the next month unless notified otherwise by the school.

# SCHOOL FEE REFUND POLICY

## POLICY RATIONALE

Many people including parents and teachers make financial sacrifices in order to send their children to a BCMA School. Independent schools in British Columbia receive 35% or 50% of the operating costs allocated to public schools. No government funding is received for capital expenditures. The annual school budget is determined by and considers the required tuition from each family. As such, it is important to have a transparent refund policy so that parents understand under what circumstances refunds are approved and how much a refund might be.

## POLICY

The BCMA School Refund policy will be provided to families before any fees are paid.

All refund requests must be made in writing to the admissions office of the school. The terms of the refund policy are to be clearly laid out in the Parent Handbook.

For students who do not qualify for the BC Government grant, the parents/guardians will be required to pay the tuition fee and the equivalent the grant.

## DEFINITIONS

*Parent* – refers to parent and/or legal guardian

*Non-refundable fees* – fees that are not considered tuition fees (i.e.; registration fee, school supplies, special field trips, etc.)

*Application Fees (new student)*: a per child fee that must be provided with each application. This fee is non-refundable.

*Registration Fees (Per Family)*: a non-refundable fee per new family. Due upon receiving the letter of acceptance.

## PROCEDURES

The school's budget is based on enrolment numbers prior to the start of the academic year. At the same time, financial commitments are made to school employees and expenditures are incurred on facilities, instructional materials and supplies to operate the school. As a result, BCMA Schools expect that parents will pay their school fees on time.

### Online Invoices Payment

All invoices will be generated through TUIO. School fees must be paid via credit card or direct deposit (bank account withdrawals, also called EFT (Electronic Fund Transfer) payment. A service fee will apply to all invoices processed, and payments made by credit card will incur an additional service fee as noted on the agreement.

### Vacation, Illness, Pandemic

No portion or fees paid, or outstanding fees will be refunded in the event of a student's absence due to vacation, illness, or pandemic and mandatory quarantine. All unpaid balances are immediately due, and no part of any fee already paid will be refunded.

### Prolonged School Closure

In the case of a prolonged school closure, the School will implement distance-based learning plans to ensure that all students receive instruction to complete the current school year. Distance-based learning (online learning) will require more family participation than classroom-based learning. It comprises a combination of independent reading, project, meeting with teachers via video conference, watching online videos, online assignments, or participating in other learning activities with parents and other family members.

No school fees will be refunded for a prolonged school closure.

### Permanent School Closure

In the extraordinary circumstance of a permanent closure during the school year due to catastrophic fire, earthquake, etc. BCMA Board of Education will endeavor to repair the School as soon as possible while finding alternative accommodations or a new premise. However, if unable to accommodate student learning in person or through distance-based learning, tuition fees will be refunded (pro-rated to portion of the school year remaining). Any other operational monies, if any, (i.e. special field trips) will also be refunded.

### Withdrawals from School Before End of Term and expected Refunds

#### *Monthly Payment Plan*

When parents voluntarily withdraw their child/children from the school for any reason, a \$200 fee per family applies.

Parents must provide one (1) month notice at the beginning of the month if they are planning to withdraw their child/children. For example, a notice given on March 15<sup>th</sup> will not take effect until the last day of April. Parents will have to pay all pertinent fees for the month of April.

When a student is expelled or withdrawn at the recommendation of the school, tuition for the full month will be due up to and including the month of expulsion or withdrawal.

**As per Ministry of Education and Child Care expectations, BCMA confirms that it has enough cash on hand to provide fee refunds in the event that a new BCMA school fails to open or fails to receive certification after an initial external evaluation inspection or otherwise closes during its first year of operation.**

## SCHOOL UNIFORMS AND APPEARANCE OF STUDENTS

All students are encouraged to feel pride in being members of BCMA Schools. Our uniform ensures that students are neatly and sensibly dressed, and that competition and extremes of fashion are avoided. Appropriate dress is expected of all students and good grooming is equally important. All members of staff have been asked to review and enforce the school’s uniform policy. Parents will be contacted if the uniform worn by the student is incomplete or inappropriate. Students are not permitted to change out of their school uniform at the end of the day unless they have permission from the school administration due to special circumstances. Students dressed inappropriately will be asked to change promptly into a school uniform or will be sent home immediately.

<b>Boys</b>	<b>Girls</b>
<ul style="list-style-type: none"> <li>White, long-sleeved button-up shirt</li> </ul>	<ul style="list-style-type: none"> <li>White long-sleeved blouse</li> </ul>
<ul style="list-style-type: none"> <li>Dark blue dress pants (no jeans/ sweatpants)</li> </ul>	<ul style="list-style-type: none"> <li>Dark blue modest tunic</li> </ul>
<ul style="list-style-type: none"> <li>White undershirt</li> </ul>	<ul style="list-style-type: none"> <li>Dark Blue loose-fitting semiformal pants (no jeans/sweatpants)</li> </ul>
<ul style="list-style-type: none"> <li>Dark blue sweater</li> </ul>	<ul style="list-style-type: none"> <li>White Hijab / Scarf (Gr. 4 and up)</li> </ul>
	<ul style="list-style-type: none"> <li>Dark blue sweater</li> </ul>

## **ARRIVAL AND DEPARTURE**

We are concerned about safety when students are being dropped-off and picked up by parents. To minimize the dangers and hazards as much as possible, parents are asked to abide by the list provided below.

### **Morning Drop-Off**

Parents are to drop off their children by 8:00 am. Access to the building is not available to students before 8:00 a.m. unless a prior arrangement has been made with the school office, or there is a planned, pre-arranged school activity under the direct supervision of a teacher. Leaving your child at the school before 7:45 a.m. without any contact with the school authority is negligence and the school will not be held accountable for such actions. We are not responsible for any student outside of the building before 7:45 a.m.

### **Afternoon Pick-Up**

On Monday through Friday, school ends when the 3:30 p.m. bell rings. Parents are asked to refrain from coming into the building or the classrooms, as it is disruptive to school proceedings. The school front office will be locked at 4:00 p.m. Please ensure that travel arrangements for students are settled and shared with your children in advance.

Only people authorized by the parents IN WRITING can take your child from the school. We are not permitted to release a child to someone other than the parent or guardian with phone permission. Please fill out the form in the office naming all people you wish to allow to pick up your child. In the case of a family separation proceeding or court ordered child custody arrangement, please provide the school with the court order designating custody.

### **Non-Compliance with School Hours**

If a child is repeatedly and routinely left on the premises before and/or after school hours, we are obliged to act, including but not limited to, informing Child and Family Services. The following steps will be taken:

- Step 1: Email to arrange a formal meeting appointment with parents.
- Step 2: Written letter to parents - and a second copy placed in child's file.
- Step 3: Contact Child and Family Services.

Parents are not to use drop-off or pick-up times to engage teachers, administrators, office staff or other parents in conversations concerning student progress. Teachers and the school leadership are always willing to discuss student progress, but at mutually convenient times. Parents are requested to arrange for a formal appointment for such matters.

## **Attendance**

Regular attendance and punctuality on the part of the student is an important component of the learning process and student achievement. All teachers will keep attendance records. Absences and tardiness will be recorded on the report cards. Teachers are required to report excessive tardiness/absences to the principal. Parents may then be required to attend a meeting with the principal to explain these absences.

## **Tardiness**

Parents are asked to send a note in advance or call the school by 8:00 a.m. if their child will arrive at school late. All students arriving after 8:25 a.m. must proceed to the office to receive a late slip prior to entering their classes. If you know of an upcoming lateness (e.g., an appointment), please communicate this to the homeroom teacher and school office in advance.

## **Absences**

Parents are asked to call the school by 8:00 a.m. or send a note in advance if their child is to be absent. To avoid congestion on the phones between 8:00 a.m. and 8:20 a.m., parents are encouraged to leave a voicemail message or email at their earliest convenience in the morning. When making outside appointments, parents are asked to be considerate of the child's school schedule and arrange appointments during non-core instructional time when possible. Parents are to meet their child at the office to sign them out.

## **Acceptable Excused Absences**

The following are the only acceptable criteria for an excused absence:

- Family crisis
- Medical reasons (unavoidable medical appointments and sickness)
- Compassionate reasons (a death/funeral in the family)
- Extended Leave of Absences – School work is provided to the students for the period the student is away. Teachers verify that the work has been completed.

Note: In the above circumstances, parents must communicate with the office staff either by written note, phone call or email.

## **Extended Leave of Absences**

Students are expected to attend school during the entire school year. Similarly, parents are expected to arrange their travel times according to the school calendar. Students who will be out of the school for an extended period and do not meet the criteria for excused absences are considered truant. The school may refuse the re-admission of any student who is absent from school without permission (10 or more consecutive school days). It is the parent's responsibility to make sure that the student is provided with adequate opportunities to acquire and develop all the necessary skills and knowledge in the case of an extended leave of absence from school.

If a student is to be absent from school for an extended period, the principal and teacher should be informed in writing. A minimum of two weeks' notice is expected so that the necessary materials/homework can be collected. It is the student's responsibility to redo the missing tests and hand in all work that has been assigned during the time away from school.



**Note:** If this extended leave of absence results in a student not meeting the minimal hours of instruction required by the Ministry, parents must compensate the school for any grant loss. To qualify for a full grant, a student must meet the Ministry's minimum attendance of 600 hours by May 15.

## **STUDENT EVALUATION**

### **Report Card**

Report cards are issued three (3) times a year. Formal parent/teacher interviews are throughout the year with the minimum being 2 times per school year. Both parents are encouraged to attend, when possible.

Teachers may schedule special conferences to discuss specific issues with parents or guardians. Parents are also welcome to make individual appointments with the teachers of their children, as needed.

### **Homework Policy**

Students can expect homework almost every evening throughout the school year, beginning in Grade one. Support for education must be provided at home and is directly related to a child's success at school; however, homework is for the child to improve skills, not for parents to do their work for them. We expect parents' support by creating a space, providing a quiet environment for the students to work in, providing necessary tools and endorsement for homework time by encouraging students to complete and submit all assignments by the stated deadlines. Suggested homework times are as follow:

It is the responsibility of the student and parent(s) to inform teachers of classes that will be missed. Arrangements will then be made to deal with work that the student will miss. If a student is ill, it is his/her responsibility to make up any missed work upon his/her return. Families are advised not to arrange holidays during the school term as the absence disrupts the child's studies.

Incomplete assignments will be recorded and these form part of a student's academic achievement records. Teachers may also elect to keep students indoors during recess to complete homework assignments, so that each child continues to progress along with his or her class. Should a student consistently choose not to complete homework assignments, his/her continued attendance will be reviewed.

# HARRASMENT AND BULLYING PREVENTION POLICY

## POLICY RATIONALE

It is important that all members of a school community treat each other with respect and courtesy and to conduct themselves in a manner that promotes a safe, caring, orderly and positive school climate free from bullying, harassment, intolerance, and violence. A clear mandate/policy is transparent for all in the school community. It also includes:

- *Acceptable behaviours*, which are behaviours that do not cause physical, emotional, social or academic harm to another.
- *Unacceptable behaviours*, including bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school environment.
- *Consequences of unacceptable behaviour*, considering the student's age, maturity and disabilities/diverse abilities, if any.

## POLICY

BCMA Schools are fully committed to the protection of students' physical safety, social connectedness, inclusiveness and protection from harassment and all forms of bullying, regardless of a person's appearance, gender, race, culture, religion, ethnicity, sexual orientation or gender identity. Bullying and harassment will not be tolerated, and offenders can expect serious disciplinary consequences up to and including suspension or expulsion.

The School commits to taking all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the policy.

The established procedures specifically address harassment and bullying in terms of definition. Real or perceived incidents of bullying and/ or harassment between students must be dealt with. Staff are expected to understand and follow the policy including understanding the roles, responsibilities and procedures for staff and students in dealing with bullying and harassment.

## DEFINITIONS

*Bullying* – Bullying is intentional, hurtful and aggressive behaviour that makes others feel uncomfortable, scared or upset. It is almost always used as a way of having control or power over their target, and it is often based on another person's appearance, gender, race, culture, religion, ethnicity, sexual orientation or gender identity. Generally, harassment is considered to have taken place if a person knows or ought reasonably to know the behavior is unwelcome.

Bullying has three key features, all which must be present: there is a clear power imbalance between the individuals involved, there is/was an intention to cause harm, and the objectionable behavior continues and gets worse over time.

Bullying is different from conflict.

- *Conflict* is a disagreement or argument in which both sides express their views.
- *Bullying* is negative behavior directed by someone exerting power and control over another person.

*Types of Bullying:*

- *Physical* – includes hitting, kicking, tripping, pinching and pushing, or damaging property.

- *Verbal* – includes name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
- *Social and Emotional* – includes behavioural actions designed to harm a student's reputation or cause humiliation, like lying and spreading rumours, negative facial gestures, playing mean jokes to embarrass or humiliate a student, mimicking a student in a mean way, encouraging social exclusion of a student, etc.
- *Cyber* – includes taunting or humiliation through social media sites (Facebook, Twitter, etc.) of the Internet, cruel websites targeting specific youth, humiliating others while playing online games, verbal or emotional bullying through chat rooms, instant message or texting, posting photos of other youth on rating websites, etc.

*Mean behavior* – Children may try out behaviors to assert themselves; sometimes saying or doing mean things such as making fun of others, using a hurtful name, taking something without permission, leaving a child out, or “budging” in line. If it is mean behavior, usually:

- it is not planned and seems to happen spontaneously or by chance;
- it may be aimed at any child nearby;
- the child being mean may feel badly when an adult points out the harm they have caused.

## PROCEDURES

### A. Beliefs and Values

The BCMA Schools are committed to creating learning environments that are caring, safe, peaceful, nurturing, positive, respectful and that enable all students to reach their full potential. The BCMA Schools recognize and value diversity within the community; our schools foster and promote inclusivity and acceptance of various cultures throughout the schools.

The BCMA Schools will strive to protect and promote the safety and wellbeing of children, free from fear of harassment (physical, social connectedness, inclusiveness and protection of all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation, or gender identity).

BCMA Schools' approach to making schools safe and accepting involves the whole school. It focuses on:

- collaboratively promoting positive student behaviour through a code of conduct
- building healthy and respectful relationships throughout the whole school community
- preventing inappropriate behaviour through initiatives like bullying prevention programs
- addressing inappropriate behaviour through progressive discipline.

### B. Prevention and Education

All staff, parents, students and volunteers are expected to:

- Be respectful of self, others, and the school.
- Support the school in making it a safe, caring, and orderly place.
- Act in a manner that brings credit to self, others and the school.
- Report incidents of bullying or harassment.

All staff, parents, students and volunteers shall not:

- Create an unsafe, uncaring and disorderly school environment.
- Engage in behavior that is considered bullying, cyberbullying, harassment, intimidation, or threatening, nor act in a violent manner.

- Engage in acts of retribution against a person who has reported a bullying or harassment incidents.

At the beginning of the school year and as required, the Principal (Shagufta Ansari) will provide education to students, parents and staff on the definition of bullying using the provincial E.R.A.S.E. Bullying resources (<https://www2.gov.bc.ca/gov/content/erase>)

During this education, the *Student Conduct-Discipline Policy* will be reviewed, clarifying expected behavior and unacceptable behavior and appropriate consequences.

The school will engage in daily pro-active strategies, protocols, and training to ensure that all students, employees, and families are equally welcomed and included in all aspects of education and the school's life and treated with respect and dignity. Teachers will create positive classroom environments to lower psychological and physical aggression behaviors that contribute to some students resorting to bullying others.

The school staff are encouraged to use the following resources:

- Erase Bullying Resources
- Open Parachute
- Zone of Regulation
- Color House Prevention

The School's mitigation and proactive steps to establish a safe and caring environment may include activities such as:

- Virtue of the Month Theme
- Anti-Bullying Day
- Black History Month
- Each Child Matter
- Hijab Day and Anti-Islamophobia
- Truth & Reconciliation
- Orange Shirt Day
- Color House Points and Activities
- Student mentorship Program
- Monthly Appreciation Ceremony

## C. Acceptable and Unacceptable Behaviours

### 1. Acceptable behaviors

Students are expected to:

- Take care of themselves and take care of each other.
- Learn and incorporate strategies to build belongingness, independence, mastery and generosity within themselves and between and among others.
- Help create and maintain a safe environment.
- Respect classroom charters and school expectations.
- Inform an adult of any incidents involving bullying, harassment or intimidation.
- Engage in purposeful learning activities in a productive manner.
- Not discriminate against others on the basis of the race, religion, colour, ancestry, place of origin, marital status, family status, age, sex, sexual orientation, gender identity or expression, or physical or mental disability.
- Not publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the forementioned basis.

### 2. Unacceptable Behaviors

Students will not:

- Interfere with the learning of others.
- Physically or verbally harm or threaten people (including the use of technology such as computers, the internet, email, text messaging, or chat rooms).
- Discriminate against another or expose them to contempt or ridicule.
- Create unsafe conditions, including theft or damage of property.
- Engage in acts of bullying, threatening, violent behaviors but not limited to physical and verbal intimidation, harassment, and cyber bullying, occurring at school, at a school-related activity or in other circumstances were engaging in the activity that will have an impact on the school environment.
- Engage in discrimination based on physical illness and/or disability.
- Seek retribution against a person who has reported incidences (possession, use or distribution of illegal or restricted substances, possession, or use of weapons).

All reported bullying will be investigated by the principal (Shagufta Ansari) or his/her designated(Vice Principal:Mohmed Oves Wahab) in a prompt manner to stop the hurtful behaviors. Parents will be notified and will be expected to work collaboratively with the school to stop the behavior.

Each case shall be judged on its own merit with the punishment befitting the seriousness of the incident. Consequences of bullying infractions will be appropriate to the age and maturity of the individuals involved, the degree of harm done, past patterns of similar behavior and the context of the incidents. Consequences may range from an in-school suspension to expulsion if the infraction is gravely serious.

## D. Responding to Bullying and Harassment

When adults see “mean behavior” (as previously defined) they should not ignore it. Adults should respond quickly, firmly, and respectfully to stop the behavior, to let students know that their actions are hurtful and to re-direct children to more positive behaviors. This quick response stops children from developing a pattern of mean behavior as their way of interacting with peers and prevents mean behavior from escalating into bullying.

In the event of breaches of the expected code of conduct regarding bullying and harassment, the Principal and staff will:

- Support students who seek help.
- Deal directly and promptly with harassment/ bullying behavior.
- When a student is deemed to be bullying or harassing another, determine consequences:
  - for the inappropriate conduct.
  - that are consistent and fair.
  - by considering the following: age and maturity and disabilities/diverse abilities, if any of individuals involved, the degree of harm done, incidences of past or continuing pattern(s) of (mis)behavior, relationship between parties involved and context in which incident(s) occurred.
  - that are preventative and restorative, rather than merely punitive.
- Obtain parental collaboration and support in responding to the harassment/ bullying behavior.
- Ensure that a follow-up occurs and assess whether the response to the harassment/bullying incident has led to the desired outcome.
- Increase supervision in identified high-risk areas in the school building.
- Use the discipline system to track harassment/ bullying incidents at the school.

### Progressive Discipline

Progressive discipline means principals can choose from a range of options to help students:

- improve their behaviour.

- learn from their choices.

The goal is to help prevent inappropriate student behaviour from happening again.

When the school uses progressive discipline, it takes into consideration:

- students' stage of growth and development
- nature and severity of the behaviour
- impact of the behaviour on the school climate.

Steps related to progressive discipline include:

- a) a conversation with the student
- b) a review of expectations for the student's behaviour
- c) counselling
- d) an assignment or detention.
- e) Suspending a student from school.
- f) Expelling the student from school.

Principals will choose an option after looking at individual circumstances and factors such as the student's:

- age
- stage of social development
- disabilities/diverse abilities of the student (the interventions, supports and consequences must be consistent with the information in the student's Individual Education Plan)
- the circumstances of the behaviour.

Principals will consider ongoing discussions with a student and their parents/guardians when choosing an option that will help the student improve their behaviour and make good choices.

### Parental Involvement

The Principal will actively engage parents/guardians by involving them in ongoing conversations about their children's achievement, well-being and behaviour.

When schools and parents are partners, the results include:

- improved student well-being
- reduced absenteeism
- positive student behaviour
- improved student achievement
- increased confidence among parents in their children's schooling.

### Serious cases of Bullying and Harassment

In more serious cases, the Principal may recommend that the student be suspended or expelled from school. Homework package will be given to students who are suspended in order to allow them to continue their education.

The Principal will hold a re-entry meeting with the Discipline Committee, child's teacher, parents and child. The purpose of the meeting is to make the child's transition back to school successful. At the meeting, parents may identify extra academic or non-academic supports that their child needs. If the child has been working with a community agency, the agency may also be invited to the re-entry meeting.

The re-entry plan will include:

- strategies to help make the child's return to school successful.

- academic and non-academic supports to promote positive behaviour the child may need.

## E. Retaliation

No individual shall be subject to reprisal, interference, penalty, or harassment as a result of reporting a complaint of harassment or bullying which the complainant reasonably believed to be valid. Furthermore, it is recognized that false or malicious complaints may damage the reputation of, or be unjust to others, and therefore the complainant may be subject to disciplinary action.

Retaliation against any individual who has been victim to bullying/harassment or who has filed a complaint or is a witness to the complaint or is investigating the complaint shall be itself an incident of harassment and may result in disciplinary action. This can include and go beyond the time of the incident of the complaint and will be reviewed on a case-by-case basis.

# MAJOR COMPLAINTS AND APPEALS

## RATIONALE

The BCMA Board of Education believes in the importance of all members of a school community working together to create a positive and unified school culture that inspires success for every student. Values of trust, respect, responsibility, and collaboration set the tone for how the entire school community should work together in pursuit of a common vision. From time-to-time issues may arise where members of the school community differ in their perspectives.

In order that all concerns can be given respectful attention, a fair process is required that provides clear procedures for addressing major complaints and appeals in a fair manner for students, parents, and employees.

## POLICY

Concerns/major complaints from school employees, students, and parents/guardians are to be addressed in a spirit that reflects the philosophy of the BMCA Schools. Those concerned will try to resolve the issue respecting each other's point of view. The attendant procedure to this policy provides the steps to be taken if an agreeable solution cannot be achieved at a particular level.

A school employee is entitled to appeal a decision of the Principal (Shagufta Ansari) if it is an employment matter that significantly affects the person's employment and outside the scope of the employment contract.

A student's parent/guardian is entitled to appeal a decision of Principal (Shagufta Ansari) if it applies to an educational matter which significantly affects the education, health, or safety of their child. This includes a student suspension or expulsion that was determined by the Principal.

## DEFINITIONS

*Appellant* – and individuals (student/parent) and/or group (students/parents).

*Appealable Decision with regard to students* – a decision that is deemed to significantly affect the education, health or safety of a student:

- a) disciplinary suspension from school for a period in excess of five (5) consecutive days;

- b) expulsions from school;
- c) grade promotion;
- d) any other decision that significantly impacts the present or future educational program of the student.

*Days* – days for the purpose of this policy refers to days the school is in session.

*Employee Complaints* - for the purpose of this policy complaints refer to complaints/appeals that are outside of the employee/employer contract.

*Parent* – refers to parent and/or legal guardian

*Witness* – means a person with first-hand knowledge of the event.

## PROCEDURES

Board members, employees, students, and staff members are expected to follow the procedures noted below when dealing with a major complaint and/or appeal.

### A. *Board of Education Members (Hayat Soofi and Imran Qureshi)*

As this policy must be followed in a fair, unbiased manner, Board members are unable to engage in discussions with students, parents or employees about complaints that have the potential to end up in an Appeal.

### B. *Complaints and Appeals from Students and Parents*

#### *Complaints Relating to School Personnel (steps to be followed)*

A parent who has a concern regarding any educational matter which significantly affects the education, health, or safety of the student has the responsibility to begin addressing the concern directly with the person(s) with whom the concern lies before taking the concern elsewhere. The BCMA Board of Education's expectation is that prior to utilizing an appeals process, the students and their parents/guardians will have tried to resolve the issues in dispute in a constructive manner with those responsible at the school or program level.

Begin at step 3 if:

- The complaint relates to decisions made by the Principal (Shagufta Ansari), versus another school employee, OR
- If the decision relates to a suspension (more than 5 days) or an expulsion.

#### 1. Step One:

If no agreeable solution is achieved with the staff member, the complainant may commence an appeal by submitting a written appeal to the Principal (Shagufta Ansari) together with any relevant written material. Upon receipt of a completed appeal request, the Principal will, as soon as practicable, arrange a meeting with the person initiating the appeal. The BCMA Board of Education's expectation is that appeals to the Principal will be initiated within seven (7) days of the date that the parent or student was informed of the decision, unless the parent/student can demonstrate that there are reasonable grounds to extend this deadline (e.g. the parent/student have been involved in ongoing discussions with the staff member to resolve the issue which is the subject of the appeal).



2. Step Two:

The Principal will gather any relevant information about the concern and meet with both parties. At this meeting, the Principal (Shagufta Ansari) will:

- review all the available information
- refer to any relevant school policies
- document the proceeding
- assist the parties to reach an agreeable solution OR adjourn the meeting and seek further information or consultation.

After considering all the relevant information and if no agreeable solution is reached, the Principal will make a decision in regard to the complaint. This decision is to be conveyed to both parties orally and in writing and must include notifying the complainant of their right to appeal to the Board of Education within seven (7) days of receiving the Principal's decision.

3. Step Three:

This step may be used if the complainant is not satisfied with the decision of the Principal (Shagufta Ansari) and wishes to submit an appeal to the BCMA Board of Education.

A person seeking to appeal a determination made by the Principal (including decisions on suspensions and expulsions) may, within seven (7) school days of receipt of the Principal's determination provide, in writing, to the VP of Education a notice of the appeal. The complainant should use the *Application for Appeal Form (re: appeal from students/parents)* which outlines the reason(s) for the appeal.

NOTE: The initiation of an appeal shall not stay the decision of the Principal (including a decision in regard to a suspension or expulsion).

Upon receipt of written notice of the intention to appeal, the VP of Education shall:

- a) Advise the school Principal (Shagufta Ansari) or designate of the appeal.
- b) Communicate with the Appellant to discuss any matter respecting the issue under appeal.
- c) Strike a committee to hear the appeal. The Committee will consist of a minimum of three (3) trustees, one of which will be the VP of Education (Hayat Soofi). A Board member who is in a conflict of interest shall recuse themselves from sitting on the Committee. A Secretary or designate will act as a resource person and notetaker to the Committee.

The Committee will:

- a) review the available information.
- b) meet with both parties to listen to presentations and responses from both sides. The Committee shall convene to determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal, unless the parties mutually agree to extend this date beyond fifteen (15) school days.
- c) document the proceedings.,
- d) refer to any additional school policies in addition to the ones identified by the complainant and/or principal that are relevant to the appeal.
- e) seek an agreeable solution or if this is not possible, make a final decision in regard to the appeal.

The student to whom the appeal applies has the right to be present at the meeting convened, provided the parents approve, to hear the appeal and to make a statement on their own behalf after all parties have made their statements.

After the appeal meeting, the Committee shall do one of the following:

- a) confirm the decision of the Principal (Shagufta Ansari). If the appeal relates to a suspension beyond five days.
  - i. confirm the suspension and the duration of the suspension as given.
  - ii. confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended; accordingly, or
  - iii. quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.

The VP of Education (Hayat Soofi) within seven (7) days of completing the appeal meeting, will inform both parties in writing of their decision with regard to the appeal. The communication to the complainant will include notifying the complainant of their right to appeal within seven (7) days of receiving the decision of the Committee to the Ombudsperson (Kent Dykstra) appointed for the AMS Schools. The complainant will be informed that the role of the Ombudsperson is to determine if the processes used have been fair and impartial, not to substitute their judgment for that of the Committee.

#### 4. Step 4:

Any student or parent of a student affected by a decision, recommendation, act or omission of a

BCMA School may file a complaint with the AMS Ombudsperson (Kent Dykstra). The Complainant can obtain the "Complaint to Ombudsperson (Kent Dykstra) Form" from the school.

A complaint or reference made to the ombudsperson shall be limited to:

- a) A decision, recommendation, act or omission by a school related to school policies, procedures and practices used in dealing with an educational matter that was
  - i. contrary to the rules of natural justice and due process and fairness,
  - ii. unjust or oppressive
  - iii. based on irrelevant grounds or
  - iv. arbitrary, unreasonable, or unfair, or
- b) In doing or omitting an above act or in making or acting on an above decision or recommendation, a school
  - i. did so for an improper purpose,
  - ii. failed to give adequate and appropriate reasons,
  - iii. acted improperly, or
  - iv. failed to follow its own policies, procedures and practices, or
- c) There was unreasonable delay in dealing with a matter (the "Prohibited Actions and Decisions").

### C. *Administrative Procedures for a Student/Parent Appeal Meeting*

#### 1. Appeal meetings will be conducted as follows:

- a) Appeal meetings will be held as required by the Committee.
- b) The VP of Education (Hayat Soofi) or Secretary/designate will, where possible, notify the Committee at least one (1) week prior to the date set for the appeal meeting.
- c) The VP of Education or Secretary/designate will communicate with the Appellant and the Principal (Shagufta Ansari) or the Principal's designate (Mohmed Oves Wahab) to confirm the date and the time of the appeal meeting.
- d) The VP of the Board of Education or Secretary/designate will forward all relevant documents to the Appellant, members of the Committee, and the Principal or the Principal's designate. Relevant documents may include:

- i. Extracts from the relevant statutes and regulations, if applicable.
  - ii. The notice of the decision impacting the student.
  - iii. The notice of appeal.
  - iv. The notice of the meeting.
  - v. The procedures to be followed in the appeal meeting; and
  - vi. Any other relevant information/reports pertinent to the appeal.
- e) The Standard Protocol of the Appeal meeting will be as follows:
- i. The chairperson of the Committee will be the facilitator of the meeting.
  - ii. The Committee shall hear no evidence from witnesses and cross-examination shall not be permitted.
  - iii. The Principal or Principal's designate, shall make a brief presentation to support the grounds for the suspension or expulsion and for this purpose may make statements of fact based on their knowledge. This presentation shall be up to ten (10) minutes in duration.
  - iv. Parents of the Appellant will then be called upon to make a presentation setting out the reasons for the appeal. This presentation shall be up to ten (10) minutes in duration.
  - v. The student in reference to the appeal will be granted up to ten (10) minutes to make a statement.
  - vi. The Principal or Principal's designate, may choose to reply. Up to five (5) minutes shall be reserved to complete the reply.
  - vii. The Committee may then ask questions of the parties present.
  - viii. The Chairperson shall conclude the meeting, and the Committee shall retire to deliberate and make its determination.
- f) As soon as possible after the appeal meeting, the VP of Education or Secretary or designate shall communicate the Committee's decision to the Appellant orally.
- g) The VP of Education shall send the Committee's written decision to the Appellant, the Principal or Principal's designate, and other members of the Board of Education as required.
- h) A copy of the Committee's decision will be placed in an appeals file at the school.

## **COMMUNICATION**

We believe in open, honest, and transparent communication. If you have a question or concern, please do not hesitate to contact the school administration. The recommended protocol is listed below:

- Should the question/concern be directly related to the delivery of an academic program, parents are asked to speak with or email the teacher involved first.
- Should the question/concern be general in nature about the overall operation of the school, please contact the principal.
- Should the question/concern be related to admission, withdrawal, payment of fees, please contact the office staff.

## **ELECTRONICS, TOYS, AND SPORTS EQUIPMENT**

You may not bring toys or sports equipment from home to school without prior permission from the School Administration. Elementary grades have scheduled "Show & Tell" days. Appropriate items to share include interesting items from nature, from a recent trip, cultural objects, artwork done at home, crafts, or even wearing a new piece of clothing. The purpose of "Sharing Time" is to encourage a child to talk to their

classmates publicly. Any toys brought to school without permission, will be confiscated and placed on a high shelf by the teacher. These will not be returned until departure time.

## SCHOOL CALENDAR

Our school calendar is posted on the school website and the App. Note: the schedule may be subject to change. Please check the school App or website regularly to be notified of any changes.

## PARENT ADVISORY COUNCIL (PAC)

### Membership

Every parent is automatically a member of the Parent Advisory Council (PAC) and, as such, is invited to attend and take part in the meetings held throughout the school year. Meeting times will be announced throughout the year. The PAC has supported the school in numerous ways including fundraising for the playground, book fairs; hot lunches, sports events, and helping to arrange some student community service placements. They are an integral and necessary part of the school; your participation is highly encouraged.

### Governance

All leadership positions for the Parent Council in the new school year will be selected at the first meeting.

### PAC Designated Positions

Chairperson chairs all meetings, sets up agenda, and ensures the order of the meeting

Vice Chair	Works with the chair and can perform the same duties if the chair is not available
Secretary	Records the meeting minutes and publishes them
Treasurer	Handles all financial transactions for the PAC, arranges for audited statements each year
Volunteers	Organizes the school program in cooperation with the parents and teaching staff
Coordinator	Assist parents in accessing the system and to advocate on behalf of parents and students

## Parent Advisory Committee Objectives

- To promote the welfare of students.
- To support the school's unique programs, both with time and financial resources.
- To facilitate the involvement of parents with the school through coordination of volunteer opportunities.
- To offer advice and make recommendations to the school principal and administration team.

## Volunteering at BCMA Schools

Parent involvement is crucial to the sustainability and success of any school. The success of the volunteer program depends upon each family doing their part. We can use volunteer help in many areas of the school; however, all volunteers must have a valid criminal record clearance (vulnerable sector), fill the volunteer form at the front desk as well as the confidentiality agreement form.

Volunteers in school are bound by a code of confidentiality. Any concerns that volunteers have about the children they work with or encounter, should be voiced with the class/core teacher or admin staff and NOT with the parents of the child or persons outside the school. Comments regarding children's behavior or learning can be highly sensitive, and if taken out of context, can cause distress to the parents of a child if they hear about such issues through a third party rather than directly from the school. Volunteers who are concerned about anything another adult in the school does or says should raise the matter with the principal.

All volunteers work under the supervision of the class/core teacher or a specifically assigned non-teaching staff member. Teachers always retain responsibility for children, including the children's behavior and the activity they are undertaking. Volunteers should have clear guidance from the teacher as to how an activity is carried out and what outcome to expect from an activity. Volunteers are encouraged to seek further advice and guidance from the teacher in the event of any query or problem regarding children's understanding of a task or behavior.

Volunteers bring with them a range of skills and experience that enhance the learning opportunities of children at the school. We welcome and encourage volunteers from the local community. The types of activities in which volunteers can be engaged include:

1. Listening to children read
2. Working with small groups of children
3. Working alongside individual children and supporting individual needs
4. Undertaking art & craft activities with children
5. Working with children on the computers
6. Accompanying school field trips

## **FOOD POLICY**

Children are to bring their lunch and snack from home. Please make sure their lunch is adequate and nutritious. Consider packaging lunch in a thermos and/or a reusable sandwich container.

Parents are encouraged to avoid delivering food to the school for their children's lunches. Please also ensure that all snacks and lunches are "nut free" as there may be other students/staff with severe allergies.

### **Lunch**

Students eat lunch with their classmates and homeroom teacher in their classrooms. Microwaves are not available due to safety reasons. Water fountains are available at the school. It is recommended that each child has a reusable personal water bottle labeled with their name in permanent marker.

### **Hot Lunches**

Teachers and the Parent Advisory Committee organize hot lunches. Notices and Order Forms are sent out in advance to inform parents of the days and anticipated menu.

## **ASSEMBLIES & SPECIAL EVENTS**

Assemblies will be held on a regular basis. The purpose of assemblies is to enhance school spirit within the school community. Assemblies will also be used to inform the student body of current events within the school environment and to celebrate successes. As such, students and parents are expected to behave in a manner befitting a Muslim gathering.

### **VISITORS**

All visitors are required to report to the school office to sign-in. School visitors should make an appointment through the office if they want to meet with the administration.

### **TOLERANCE**

A positive school climate promotes student learning and development. A school community where everyone feels safe, respected, and engaged prepares children for life in a diverse multicultural and democratic society.

The fostering of attitudes and prejudicial behaviors such discrimination based on race or gender, hate, bias, racial intolerance, name-calling, or psychological battering are not tolerated. Our school has a "No bullying" policy which we strictly always adhere to. Any student or teacher engaging in this type of behavior will be subject to discipline by the administration. Our staff consistently attempts to model tolerant, respectful behavior and sensitive cross-cultural communication.

## **STUDENT RECOGNITION**

Celebrating success is an important part of the school culture. The school will recognize achievement and effort of students throughout the year in classes and at school assemblies.

## **USE OF SCHOOL PROPERTY**

It is the strict school policy that all things (equipment, instructional materials, etc.) within and outside all BCMA Schools belong to the school. Under no circumstances are parents or visitors allowed to borrow, remove, have, or take home to use any of the items belonging to the school. Amongst other things, this would include all equipment in the classrooms, custodial rooms, and all computers or peripherals throughout the school.

## **LOST AND FOUND**

Students are responsible for all their belongings including all uniform items, school supplies, and personal items that they may have in their possession. All possessions should be clearly labeled with the student's name.

Students will be notified of the location of the lost and found area. The teachers take no responsibility for items the child loses. All unclaimed items are donated to charity at the end of each school term.

# CHILD ABUSE PREVENTION POLICY

## RATIONALE

BCMA Schools are committed to the prevention of child abuse and the enhancement of the well-being and safety of the students entrusted to the school's care. This commitment is made first and foremost as an ethical and legal responsibility but is also recognized as a response to government and societal expectations for the well-being and safety of students.

The purpose of this policy is to provide specific guidance to the employees of BCMA Schools, in fulfilling the commitment to assist in child abuse prevention and to provide reporting protocols if child abuse is suspected or known to have occurred. If the school personnel believe that a child is being abused or at risk, there is a legal duty to report the concern to the local child welfare worker and the police if the child is in immediate danger. It is the legal responsibility of the school personnel to provide a safe learning environment for students.

## POLICY

Congruent with the [Child, Family and Community Service Act](#) (section 14) all school personnel, volunteers, and contractors who have a reason to believe that a student needs protection from abuse or neglect must report the matter to a child welfare worker with the Ministry of Child and Family Development or to a Delegated Aboriginal Child and Family Services Agency (See Appendix A for contact information) AND the Appointed School Official (Principal: Shagufta Ansari). If a child is in immediate danger, the person must also call 911 or the local police.

If the concern is about a school personnel, volunteer, or contract service provider, or other person directly involved with the school, one must also contact the Principal(Shagufta Ansari), who is the Appointed School Official (ASO), unless the allegation is against the Principal, then it should be reported to the Alternate Appointed School Official (AASO): Mohmed Oves Wahab. The ASO and AASO will report any allegation about a school personnel, volunteer, or contractor to the VP of the BCMA Board of Education: Hayat Soofi.

Anyone found guilty of abuse will be permanently removed from their position. If a report of abuse is about a teacher or administrator, the Principal (or Board of Education, if the allegation is against the Principal) will file a written and signed report about the allegation to the BC Teacher Regulation Branch.

BCMA Schools understands that children and youth may wish to talk with someone about abuse or neglect. Each school will make students aware of the helpline for Children at 310-1234. The call does not require an area code. Calls can be made at any time of the day or night and can be made anonymously.

All school personnel, volunteers, and contractors must follow the procedures noted in this document.

## DEFINITIONS

The following definitions are adapted from *The BC Handbook for Action on Child Abuse and Neglect*:

*Appointed School Official (ASO)*: Principal – Shagufta Ansari – Person designated by the BCMA Board of Education to take responsibility for child abuse or neglect cases on behalf of the school.

*Alternate Appointed School Official (AASO)* – Vice Principal: Mohmed Oves Wahab - Person designated by the BCMA Board of Education to take responsibility for child abuse or neglect cases on behalf of the school



when the ASO is not available, or if the allegation is made against the ASO.

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

*Emotional Abuse* – is a pattern of destructive behavior or verbal attacks by an adult on a child. Typical behaviors may include rejecting, terrorizing, ignoring, isolating, humiliating, insulting, scapegoating, exploiting, or corrupting a child.

*Physical Abuse* – is a deliberate, non-accidental physical assault or injury by an adult or significantly older or more powerful child that results in, or is likely to result in, physical harm to a child.

*Sexual Abuse* – is the use of a child for sexual gratification by a person in a position of trust and/or authority, or by a significantly older or more powerful child. It includes sexual touching, menacing or threatening sexual acts, obscene gestures, or deliberate exposure of the child to sexual activity or material.

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

*Reason to believe* – simply means that, based on what you have seen or information you have received, you believe a child has been or is likely to be at risk.

## PROCEDURES

Guiding principles that inform students, parents/guardians and staff serving children and families are:

- The safety and well-being of children are the paramount considerations.
- Children are entitled to be protected from abuse, neglect, harm or threat of harm.
- A family is the preferred environment for the care and upbringing of children and the responsibility for the protection of children rests primarily with the parents.

### *A. Appointments of ASO and AASO*

- *Appointed School Official (ASO)* – This is the School Principal(Shagufta Ansari) unless stated otherwise.
- *Alternate Appointed School Official (AASO)* – This is the Vice-principal (Mohmed Oves Wahab) unless stated otherwise.

### *B. Protocols to be Followed*

1. It is the legal duty of all people who have concerns that a child is being or is likely to be abused or neglected to report to the appropriate authorities, who will assess the report and, if appropriate, investigate.
  - a) Any school personnel who suspects or has information that a child is being abused or at risk of being abused that staff member must promptly contact the authorities in the following order (at any time day or night):
    - i. Police – If a child is in **immediate danger** and/or a criminal offense against a child has been or is likely to be committed – Emergency: 911
    - ii. Ministry of Children and Family Development (MCFD) 24 hours/day, toll-free reporting line 1-800-663-9122
    - iii. Appointed School Official (Principal) or Alternate Appointed School Official

**Police** - if the child is in immediate danger and/or when a criminal offense is suspected. In a case where the disclosure suggests that the child is in immediate danger, the child is to be kept at the school until the police arrive. The ASO or ASSO is to be notified immediately.

- b) Anyone who has reason to believe that a child has been or is likely to be physically harmed, sexually abused or exploited, or neglected by a parent or guardian, family member or otherwise in need of protection as set out in Section 13 of the *Child, Family and Community Services Act* is legally responsible under Section 14 of the *Act* to report promptly to a child welfare worker.

"Reason to believe" simply means that, based on what was seen or information received, a person believes a child has been or is likely to be at risk. The reporter need not be certain. It is the child welfare worker's job to determine whether abuse or neglect has occurred or is likely to occur.

School personnel, who are uncertain about their duty to report, will consult with a child welfare worker who can discuss the options and appropriate course of action.

- c) School personnel will cooperate fully with any resulting investigation, including assisting with the interviews of children and staff as necessary.
- d) The school will protect personal information regarding the investigation, including the reporter's identity, against improper or unauthorized disclosure or use.
- e) School personnel **will not** share information with outside agencies about child abuse investigations, particularly if the police are involved.
- f) The ASO will ensure that the school environment is safe during any investigation.
- g) School personnel will support students who are victims of child abuse or neglect.

2. Additional Protocol with Regard to Parents/Guardian

- a) School personnel **will not** contact the parents or guardians who may be involved in allegedly abusing the child; this is the responsibility of the child welfare worker.

3. Additional Protocols Where Allegations of Child Abuse are Made Against School Staff, Volunteers, Contract Service Providers or Others Directly Involved with the School

- a) If an allegation of abuse or sexual exploitation is made against a person (school staff member, volunteer, contract service provider or another person directly related to the school) in the school setting, either on school property or supervising a school activity outside of the school, that staff member must promptly contact the authorities. There is a legal duty to report the concern to the police, Ministry of Children and Family Development (MCFD), and the ASO. If the ASO is not immediately available or if the allegation is against the ASO, the report should be made to the AASO.
- b) Where there is such an allegation, the ASO/AASO is responsible to inform the VP of Education for BCMA and investigate the allegation and, in collaboration with the Board, determine what action is required.
- c) The Principal and/or VP of Education for BCMA has the authority under the Independent School Act (ISA), Section 7 to suspend a school staff member whose presence threatens the safety and welfare of students.
- d) The ASO/ASSO and/or VP of Education for BCMA has the authority to issue a "No Trespass Order" prohibiting attendance at school by a volunteer, contract service provider or another person directly related to the school whose presence threatens the safety and welfare of students.

- e) If it is alleged that a student been abused in the school setting, the parents/guardian must be informed by the ASO/AASO of the allegations and the outcome of the school investigation, unless there are special circumstances, e.g., relating to a child protection or police investigation, or endangerment of the child.
- f) In addition to the authority provided in the *Independent School Act*, BCMA has the following document dealing with professional misconduct of employees: Employee Contract.

*g) Issuing a "No Trespass Order"*

The "No Trespass Order", provided orally or in writing by the ASO/ASSO and/or VP of Education for BCMA, to the person, and copied to the police, must specify the date of issue, the reason for the order and the termination date of the order (Such orders may be re-issued if required). This authority is provided under the Trespass Act, s. 4 (2b).

*h) Reporting to the Police*

Not every incident that might constitute an offense if proven will warrant police involvement. School officials are expected to exercise judgment. Where there is reason to believe that the alleged child abuse by employees, volunteers, contract service providers or other persons may constitute a criminal offence warranting police involvement, the school official will consult with the police regarding the matter.

*i) Duty to Report Professional Misconduct*

- i. An authorized teacher (BC teacher certificate holder or a person who holds a Letter of Permission), must promptly provide the TRB commissioner a written and signed report if the authorized person has reason to believe that another teacher has engaged in conduct that involves physical harm, significant emotional harm, sexual abuse, or sexual exploitation of a student (Teachers Act, s 38 (1)(a-c).
- ii. If a Principal suspends, dismisses or disciplines a teacher for misconduct that involves physical harm, significant emotional harm, sexual abuse, or sexual exploitation of a student or minor, the Principal must without delay send to the commissioner a report regarding the suspension, dismissal or disciplinary action (ISA s. 7.1).
- iii. If the Authority (BCMA Board) suspends, dismisses, or disciplines a principal, the Authority must without delay send to the TRB commissioner a report regarding the suspension, dismissal or disciplinary action. (ISA s. 7.2).

4. Reporting to a Child Welfare Worker

Where there is reason to believe that abuse or neglect has taken place outside the scope of the school investigation and the parent is unwilling or unable to protect the child, or there is reason to believe that the parent is unwilling or unable to protect the child with respect to the abuse that is the subject of the independent school investigation, a school official must report this to a Child Welfare Worker in accordance with the *Child, Family and Community Service Act* (CFCSA).

Although the primary responsibility for dealing with abuse allegations involving school staff, volunteers, contract workers, or other persons rests with the ASO/AASO, there is still a need to report to a Child Welfare Worker.

5. Protocols on Relationships with Partner Agencies

The school will have on file at the school the names and contact information of local agencies that will provide assistance when dealing with child abuse and/or neglect.

The Appointed School Official will inform school staff of local protocols that are in place with MCFD or a Delegated Aboriginal Child and Family Services Agency, for cases of suspected child abuse and/or neglect. Police are contacted whenever there is a criminal investigation, or the child is in immediate danger.

School personnel will promote a working relationship with the local MCFD and Police on reporting suspected cases of child abuse and/or neglect and cooperating with these parties in their response to reports. The school will identify personnel within MCFD who are able to support the school in training staff to recognize signs of abuse, protect abused students and report abuse and neglect to the appropriate authorities.

#### 6. Staff Training and Review

The Principal will ensure that annual training is provided to all school personnel, contractors and volunteers who are working with children and ensure they are aware of and understand how to carry out their legal duty when responding to concerns about child abuse and/or neglect.

Training will include recognizing child abuse and/or neglect, what actions are required, prevention measures, reporting child abuse and/or neglect protocols, and everyone's legal responsibility if they suspect abuse and/or neglect of a child.

The Principal will train school personnel on how to respond when concerns about child abuse and/or neglect arise.

The authority/school will annually review with school personnel the information on different types of child abuse, recognizing child abuse and/or neglect and types of disclosures that abused children may provide. This information is available in *The BC Handbook for Action on Child Abuse and Neglect*.

The annual training is to be provided to the teachers during the new School Year Orientation.

## **FIELD TRIPS / OFF-SITE ACTIVITIES**

Off-site excursions and field trips allow students to:

- Be presented with "real world" experiences not available in the regular classroom.
- Reinforce, support, extends and enhances the concepts they have learned in their classes.
- Relate their classroom activities to everyday life
- Understand that learning has application
- Can learn from others who have expertise in a particular field
- Participate in hands-on experiential learning
- Better familiarize themselves with the resources available in the community and find out & explore more about potential careers and employment opportunities.

### **Guidelines for Fieldtrips and Off-site Activities**

- Students are required to wear full dress uniform unless otherwise stated.
- Parent consent forms will be sent home at least three to five days prior to the excursion/field trip.
- All consent forms must be signed and returned to the teacher by the date stipulated on the notice.

Handwritten consent notes may be accepted depending on the type of field trip/excursion being undertaken.

- Telephone consents will not be permissible; we must have permission in writing or email.
- Only a parent's or legal guardian's signature is acceptable on the consent form.
- The cost of transportation, as well as other incidental expenditures that might be necessary, must be paid in advance of the trip.
- Volunteers are requested to adhere to the school's Islamic dress code on all excursions and fieldtrips

## **Medical Emergency**

We do not have a staff school nurse on the premises. Any medical problems or medication requirements should be recorded on the medical section of the application update form each year.

Parents are also required to inform the classroom teacher of any health concerns. The school office will keep this information on file. Parents are encouraged to keep the school informed as to changes in the medical condition of the student, as well as to any other changes in family or personal circumstances which impact the student.

## **Minor Medical Concerns**

The school is modestly equipped with a basic first aid kit. Several staff members have First Aid training. Small cuts and scrapes can be dealt with at school. If in doubt, staff will err on the side of caution and attempt to call parents or else seek medical attention. Students who feel unwell during the day must report their illness to a teacher who may send them to the office or may decide to send them home after contacting the parent. Make sure the office has your emergency medical information current and updated contact information form for the child's file.

## **Major Medical Concerns**

If the medical issue is one that cannot be handled by the school, the parents will be contacted immediately so they can pick up their child from the school. In the event of a more serious injury, when parents are unavailable to transport their child to a hospital, an ambulance will be called to the school. The responsibility of the school is to ensure that the child enters the care of a qualified doctor or a hospital, and the remaining duty is to continue efforts to contact the parents if such has not been done before.

## **Medications**

Parents must make sure that the school has full and up-to-date medical information about each child. This information will help teachers and office personnel to provide the best assistance to a child in case of emergency.

School personnel can only dispense prescribed medicine in its original packaging. All medicine must be handed to the office and dispense by the office staff only. We cannot dispense over the counter medication to a child under any circumstance. A sick child is best left at home under family care.

During an illness, parents of any recovering children are welcome to come into school at the designated times to administer medicine prescribed by a doctor for their own child.

# ANAPHYLAXIS POLICY RATIONALE

The BCMA Board of Education recognizes that it has a duty of care to students who are at risk from life-threatening allergic reactions while under school supervision. The Board also recognizes that this responsibility is shared among the students, parents, the schools, and health care providers.

The primary goal of implementing this policy is to reduce preventable serious reactions and deaths due to anaphylaxis.

The purpose of this policy is to minimize the risk to students with severe allergies to potentially life-threatening allergens without depriving the severely allergic student of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.

This policy is designed to ensure that students at risk are identified, strategies are in place to minimize the potential for accidental exposure, and staff and key volunteers are trained to respond in an emergency situation.

## POLICY

All children, including those at risk of life-threatening allergic reactions, have the right to access a safe, healthy learning environment. While the school cannot guarantee an allergen-free environment, the Board and Principal will take reasonable steps to provide an allergy-safe and allergy-aware environment for students with life-threatening allergies. The school will take realistic and practical actions that will encourage the support of everyone involved.

The Principal will develop an individual "Anaphylaxis Emergency Plan" when a student(s) with an anaphylactic allergy is under the school's their care. The Anaphylaxis Emergency Plan will include allergy awareness, prevention and avoidance strategies and what to do in case of an emergency. These plans will be considered in the context of the anaphylactic child's age and maturity. Children, as they mature, should take more personal responsibility for the avoidance of their specific allergens.

## DEFINITIONS

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

*Parents* – refers to parent and/or legal guardian.

*Student Level Emergency Plan* – are the completed "Student Emergency Procedure Plan" and "Medication Administration Form".

## PROCEDURES

The Principal of the School is responsible for developing and maintaining a safe school environment for students with anaphylactic allergies. This includes ensuring parents, students, teachers, and other school staff are aware of and comply with the school's policy.

Every employee has a duty to render assistance to a student in emergency situations to the extent that it is reasonable for people without medical training. Every employee exposed to individual student emergency response plans has a duty to maintain the confidentiality of all students' personal health information.

## 1. Signs and Symptoms of Anaphylaxis

- a. Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rarer cases can develop hours later. Specific warning signs as well as the severity and intensity of symptoms can vary from person to person and sometimes from attack to attack in the same person.
- b. An anaphylactic reaction can involve any of the following symptoms, which may appear alone or in any combination, regardless of the triggering allergen:
  - i. Skin: hives, swelling, itching, warmth, redness, rash. It is important to note that anaphylaxis can occur without hives.
  - ii. Respiratory (breathing): wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing;
  - iii. Gastrointestinal (stomach): nausea, pain/cramps, vomiting, diarrhea;
  - iv. Cardiovascular (heart): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock;
  - v. Other: anxiety, feeling of "impending doom", headache, uterine cramps in females.
- c. The most dangerous symptoms of an allergic reaction involve:
  - i. breathing difficulties caused by swelling of the airways, and
  - ii. a drop in blood pressure indicated by dizziness, light-headedness or feeling faint/weak. Both of these symptoms may lead to death if untreated.
- d. Because of the unpredictability of reactions, early symptoms should never be ignored, especially if the person has suffered an anaphylactic reaction in the past. If an allergic student expresses any concern that a reaction might be starting, the student should always be taken seriously. When a reaction begins, it is important to respond immediately, following instructions in the student's Emergency Procedures Plan. The cause of the reaction can be investigated later.

## 2. Process for Identifying Students at Risk of Having Anaphylaxis

- a) At the time of registration, using the school's registration form, parents are to report on their child's medical conditions including whether their child has a medical diagnosis of being at risk of anaphylaxis. If a student is already enrolled in the school and the student is newly diagnosed as being of risk of anaphylaxis, parents will inform the school immediately and before the child returns to school.

Current medical information should include but not be limited to:

- i. Inhalants and other known factors that trigger anaphylactic reactions;
  - ii. Symptoms of the anaphylactic reaction;
  - iii. Necessary precautions
  - iv. A treatment protocol signed by the child's physician
  - v. Identification of medical condition (e.g., Medic-Alert®11).
- b) The School Principal or designate will:
    - i. Provide parents with the *Student Emergency Procedure Plan Form* and *Medication Administration Form* requesting the student's parent and physician complete the appropriate forms which confirm the diagnosis of anaphylaxis and indicates emergency medication and protocols required to treat the student in an emergency situation. The *Student Emergency Procedure Plan* and *Medication Administration*

*Form* is valid indefinitely. Together these forms constitute the "Student Level Emergency Plan" as outlined in the *British Columbia Anaphylactic and Child Safety Framework*.

- ii. Meet with the students' parents to review the forms; the meeting may include the student (where age appropriate).
  - iii. Ensure a *Student Emergency Procedure Plan* and *Medication Administration Form* are completed/updated annually, prior to the start of school for every student with anaphylaxis.
  - iv. Ensure that parents understand that the parents and the child's medical practitioner must provide an up-to-date *Student Emergency Procedure Plan* and *Medication Administration Form* to the school as soon as possible whenever there is a change in the student's medical situation.
- c) Parents are responsible for:
- i. Notifying the Principal when their child is diagnosed as being at risk of anaphylaxis.
  - ii. Providing the school with updated medical information annually.
  - iii. Providing the school with updated medical information whenever there is a significant change related to the child's health.
- d) Since it is not always possible to identify a child at-risk of anaphylaxis in advance, and because there is recognition that anaphylaxis, asthma, and severe allergies are intertwined, it is prudent that the school recognize and be prepared to respond to an anaphylactic event, should it occur.

### 3. Record Keeping - Permanent Student Record

The Principal is responsible for keeping accurate records for each student at-risk of life-threatening allergies:

- a) A record with information relating to the specific allergies for each identified student with anaphylaxis will form part of the student's Permanent Student Record, as defined in the Permanent Student Record Order. That record shall include the student's *Student Emergency Procedure Plan* and *Medication Administration Form*.
- b) The School will transfer the *Student Emergency Procedure Plan* and *Medication Administration Form* with the student's Permanent Student Record when the student changes schools.

### 4. Monitoring and Reporting on Anaphylactic Incidents

When requested, the Principal will monitor and annually report information about anaphylactic incidents to the Board in aggregate form at the end of the school year (including number of at-risk anaphylactic students and number of anaphylactic incidents).

### 5. Establishing Emergency Procedure Plans

The Principal will ensure that parents of students, who have been diagnosed by a medical practitioner as being at risk of anaphylaxis, understand that their medical practitioner must provide an up-to-date Student Level Emergency Plan.

The Student Level Emergency Plan will be in place prior to the student starting school or if a student is already enrolled in the school as soon as the child has been diagnosed and before the student returns to school.

The School will maintain an accurate Student Level Emergency Plan for each student with



anaphylaxis. The forms will be kept on file at readily accessible locations, as well as in the student's Permanent Student Record.

The *Student Emergency Procedure Plan* will include:

- a) Student's name
  - i. Parent Contact Information
  - ii. Diagnosis (type of allergy or allergies student has (based on a diagnosis from a medical practitioner)
  - iii. Symptoms
  - iv. Emergency Procedures/Treatment
  - v. Strategies to minimize the risk of exposure to allergens while the student is under the care or supervision of school staff, for in-school and out of school settings including excursions;
  - vi. Physician section and physician's signature.
- b) The emergency procedure plan is to include the following elements:
  - i. Administer the student's auto-injector (single dose) at the first sign of the reaction; noting the time of administration. (The use of epinephrine for a potentially life-threatening allergic reaction will not harm a normally healthy child, if epinephrine was not required).
  - ii. Call emergency medical care 911.
  - iii. Contact the child's parent/guardian.
  - iv. A second auto-injector may be administered within 5 to 15 minutes after the first dose is given if symptoms have not improved (i.e. the reaction is continuing, getting worse, or has recurred).
  - v. If an auto-injector has been administered, the student must be transported to a hospital (the effects of the auto-injector may not last, and the student may have another anaphylactic reaction).
  - vi. One person stays with the child at all times.
  - vii. One person goes for help or calls for help.

The Principal or designated staff will ensure that EpiPen be available during school hours, and off-site during field trips and transportation.

When a parent identifies their child has anaphylaxis (indicated as a life-threatening allergy), the school may contact the public health nurse to review the information.

## 6. Education Plan for Encouraging the Use of Medical Identification

The BC school population is characterized by an increasing number of students with increasingly complex medical conditions. It is possible that a student may have more than one life-threatening condition. In this complex environment it is important to be able to quickly identify a student and have an idea of their medical needs.

To provide a uniform standard of identification the school is required to include an education plan for anaphylactic students. The Principal is to strongly encourage the parents to purchase an item that their child can wear that identifies them as having a severe allergy/medical condition – e.g., Medic-Alert®<sup>11</sup>. For those with financial need, Medic Alert® provides financial assistance to obtain their products<sup>12</sup>.

## 7. Storage and Administration of Medications

It is the parents' responsibility to:

- a) Provide appropriate medication (e.g., epinephrine autoinjector) for their anaphylactic child;
- b) Inform the school where the anaphylactic child's medication will be kept – i.e., with the student, in the student's classroom, and/or other locations;
- c) Inform the school when they deem their child competent to carry their own medication/s, and it is their duty to ensure their child understands they must carry their medication on their person at all times;
- d) Provide a second auto-injector to be stored in a central, safe but unlocked location;
- e) Ensure anaphylaxis medications have not expired; and
- f) Ensure that they replace expired medications.

The second auto-injectors for students are to be located in the office in the medical supplies drawer.

The school will NOT administer EpiPen to a student with a suspected anaphylactic reaction where there is no confirmed diagnosis. Should this situation arise the emergency protocol is to call 911 and request a "Life Support Ambulance".

The School will ensure that any student with anaphylaxis has the EpiPen with them on all field trips outside of the school. Furthermore, the sponsor teacher(s) will ensure that they have all contact information for that student and all students when outside the school property. In addition, a copy of the Student Level Emergency Plan will be with the teacher in a confidential file should there be an emergency.

## 8. Allergy Awareness and Prevention and Avoidance Strategies

"Avoidance is the cornerstone of preventing an allergic reaction. Much can be done to reduce the risk when avoidance strategies are developed." (Anaphylaxis in Schools and Other Settings, Canadian Society of Allergy and Clinical Immunology)

While it is impossible to eliminate all potential allergens from the school environment, the school will create an allergy-aware environment in response to the most common triggers for anaphylaxis: food allergens and insect stings. Where appropriate and within privacy regulations, the Principal will inform key people within the school community about students with known life-threatening allergies (i.e.; teachers, support staff, and where appropriate volunteers and classmates).

## 9. Training for Staff

At the beginning of each school year, a training session on anaphylaxis and anaphylactic shock is to be scheduled by the Principal for all school staff.

The training session will include:

- a) Signs and symptoms of anaphylaxis;
- b) Common allergens;
- c) Avoidance strategies
- d) Emergency protocols;
  - i. Use of single dose epinephrine auto-injectors;
  - ii. Identification of at-risk students
  - iii. Emergency plans.

Participants shall have the opportunity to practice using an auto-injector trainer. Students in older grades (grades 6-12) may have the opportunity to attend an in-school first aid class which includes anaphylaxis symptoms and treatment. This is to be determined by the Principal.

All staff members, including support staff, teachers on call and when necessary, volunteers, will be made aware of students diagnosed with severe allergies and appropriate procedures.

# INCLUSIVE EDUCATION POLICY

## RATIONALE

Inclusive Education Programs enable students with disabilities/diverse abilities (whether academic, social/emotional, physical) to have equitable access to learning and opportunities to pursue and achieve the goals of their educational programs. At BCMA schools, we believe every effort must be made to provide these students access to programs and services to enhance their opportunities to succeed in all aspects of their education.

## POLICY

BCMA schools support the provision of educational programs and support services for students with disabilities/diverse abilities subject to the availability of physical, human, and financial resources. The School will accept students with disabilities/diverse abilities into the school provided the appropriate program, financial requirements, facilities, classroom space, resources, preparation time, and support personnel are available to meet the needs of the child.

The student's program will be developed by the school staff in consultation with the student's parents/guardians, and community resource professionals.

## DEFINITIONS

*Adaptations* – teaching and assessment strategies made to accommodate a student's disabilities/diverse abilities, and may include alternate formats (e.g., braille, books on tape), instructional strategies (e.g., use of interpreters, visual cues and aids), and assessment procedures (e.g., oral exams, additional time, assistive technologies).

*Individual Education Plan (IEP)* - is a documented plan developed for a student with disabilities/diverse abilities that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.

*Modifications* - learning outcomes that are substantially different from the regular curriculum, and specifically selected to meet the needs of a student with disabilities/diverse abilities.

*Parent* – refers to parent and/or legal guardian.

## PROCEDURES

### 1. Guiding Principles

The following guiding principles will govern the education of students with disabilities/diverse abilities:

- a) promoting early identification and intervention.
- b) ensuring a focus on the whole child.
- c) providing a range of services for the student, subject to available resources.
- d) ensuring every reasonable attempt is made to support participation by the student in school activities.
- e) emphasizing the value and importance of communication and consultation with the parents/guardians of children with disabilities/diverse abilities.
- f) recognizing the necessity for the provision of support for staff to develop the necessary skills and teaching strategies to work with students with disabilities/diverse abilities.
- g) ensuring the accommodation of students with disabilities/diverse abilities to the point of undue hardship for the school.

### 2. Key Learning Supports

The Inclusive Education Policy shall be achieved through the delivery of a variety of learning supports including, but not limited to:

- a) a range of appropriate and timely assessments, accompanying tiered interventions, and

- professional strategies.
- b) a continuum of placement options.
- c) appropriate student/teacher ratios
- d) integration opportunities within the school.
- e) multi-disciplinary professional support for students with disabilities/diverse abilities, including a School Based Team (SBT), composed of the Classroom Teacher, the Principal, and a Learning Support Teacher (LST). The School may use community resource professionals.
- f) timely access as required to appropriate equipment and materials.
- g) timely access to information for parents about programs and services.

### 3. Admissions

Admission for students with disabilities/diverse abilities to the school is subject to all established policies and procedures. In addition, the following procedures will be applied to students requiring inclusive education due to disabilities/diverse abilities.

- a) The Principal will direct the admissions process and be the main contact with parents. When an application for admission to the school is received indicating a need for additional learning supports through the Inclusive Education Program, the Principal or designate will do an initial screening through observation and/or informal assessment.
- b) At the time of application and/or registration, parents will be required to disclose all relevant information regarding the child's needs.
- c) including any assessments and professional diagnosis received or in progress, and any current and past services. Withholding or omitting relevant information during the application process may result in the reassessment of the child's application and may nullify the enrollment of the child.
- d) During the intake process, the Principal or designate will discuss with the parents the following:
  - the current services in place at the school;
  - the services needed;
  - when these services would be in place, if they can be put place;
  - who would be responsible for implementing the required services; and
  - that school administration determines staffing needs and assignment of all staff.

During the intake process, parents will be made aware as early as possible if the school is unable to supply the required program/services and/or unable to accept a student at this time due to the current capacity in the inclusive education department.

### 4. Description of Services

The Inclusive Education Program is designed to provide specialized programs and support as needed, while fostering student independence and inclusion. Services will be overseen by the Principal and/or designate. The School Based Team (SBT) will be comprised of the Principal, Learning Support Teacher, classroom teacher, in consultation with the student's parents/guardians. The Team may also include community resource professionals and school based educational assistants.

All students designated with disabilities/diverse abilities in the following Ministry of Education and Child Care (MECC) categories will be supported through an Individualized Educational Program (IEP), provided appropriate program, financial requirements, facilities, classroom space, resources, preparation time, and support personnel are available to meet the needs of the child:

*Intellectual Disabilities*

*Physical Disabilities or Chronic Health Impairments*

*Physically Dependent*

*Deaf or Hard of Hearing*

*Visual Impairments*

*Deaf/Blind*

*Autism Spectrum Disorder (ASD)*

*Behavioral Needs or Mental Illness*

*Learning Disabilities*

*Gifted*

The School will ensure that the MECC Curriculum and *Special Education Services: A Manual of Policies, Procedures and Guidelines* are the basis for the Inclusive Education Program. The needs of each student with disabilities/diverse abilities shall be met by accommodations, modifications, and/or alternative expectations, including but not limited to, a variety of teaching methods, resources, special materials, and/or special equipment (including, but not limited to, adaptive technology), and appropriately trained specialized personnel.

An Individualized Educational Program (IEP) will be designed and implemented based on the student's needs. The school will work closely with parents and outside professionals in the development and progress monitoring of the IEP goals. The development of an IEP will involve the following phases:

- Gather information about the student.
- Meet with the SBT to set the direction for the student.
- Develop the IEP as it relates to the student's inclusive education program and services using SMART goals: specific, measurable, attainable, realistic, and timely. Ensure parents sign the *Individual Education Plan: Parent/Guardian Confirmation Form*.
- Implement the IEP. Members of the SBT to be provided with a copy of the IEP.
- Review and update the IEP a minimum of two (2) times a year.

## **5. Access to the Inclusive Education Program/Learning Support Services for Students Enrolled in the School**

The school's approach to supporting all students includes data-driven decision making and collaborative efforts to ensure a preventive and pro-active response to meet the needs of all students. The classroom teacher will make every attempt to meet the needs of all learners. The classroom teacher will have access to supportive consultation with the Principal and/or Learning Support Teacher and may choose to initiate a referral for additional supports and/or services.

The Principal and/or Learning Support Teacher will review referral requests and recommendations (from teachers, parents, or other professionals) using a consultative approach to determine if assistance of Inclusive Education/Learning Support Services is required. If the Team, including the classroom teachers, determines an assessment is required, this will be communicated to the parents by the Principal or designate. Upon further observation, assessment and/or implementation of additional strategies a Student Support Plan (SSP) or an Individual Education Plan (IEP) may be developed.

An IEP will be developed if a student is designated with disabilities/diverse abilities according to Ministry guidelines and requires additional supports beyond 25 hours per year. Where applicable, parents will be required to sign the *Individual Education Plan: Parent/Guardian Confirmation Form*. School staff members will collaborate on establishing and monitoring the IEP and putting the necessary supports in place.

The school recognizes the benefit of working collaboratively with outside support specialists to develop programs and provide opportunities for direct intervention/therapy. Specialist services may be contracted as deemed necessary and/or when possible. It must be noted that not all students with disabilities/diverse abilities require, or will necessarily receive, specialist intervention in a given school year.

Access to the Ministry of Education and Child Care (MECC) Inclusive Education supplemental funding will be determined in accordance with the MECC *Special Education Services: A Manual of Policies, Procedures and Guidelines*. Inclusive Education Funding is used to support the Inclusive Education Program which may include personnel, services, resources, equipment, and professional development. The Inclusive Education budget will be developed annually by the Principal based on students' needs and priorities.

### **NOTE:**

An IEP is developed for all students with disabilities/diverse abilities, except for:

- i. a student who requires minor adaptations to educational materials, or instructional, or assessment methods;
- ii. a student whose expected learning outcomes have not been modified;
- iii. a student who is receiving, in one school year, 25 hours or less of remedial instruction, from a person other than the classroom teacher. ([Special Education Services: A Manual of Policies, Procedures and Guidelines](#))

The school will use a three-tiered system:

- Tier 1: Best Practice in Classrooms - Teachers may consult with the Principal, learning support teachers.
- Tier 2: Additional support is provided in the classroom or there is dedicated time with support outside the class (Push in/ Pull out) from the learning support teachers or educational assistants.
- Tier 3: Support is provided in and outside the classroom to target the student's learning difficulty by modifying the grade level learning outcomes.

Students who have IEPs require more than 25 hours of remedial instruction and/or additional support per school year and are designated as a student with disabilities/diverse abilities according to the following Ministry of Education and Child Care categories.

Student Support Plans (SSP) are written for students in Tier 1 or 2. Tier 1. All Tier 3 students will receive an IEP, and as required by their designation will be reported to the Ministry of Education using the 1701 form.

The Board and Principal will ensure regular opportunities are provided for the training and development of staff to support students with disabilities/diverse abilities. This may include training in the areas of instructional practice, accommodations, academic, socio- emotional and cultural sensitivity.

## **6. Student Placements**

Students with disabilities/diverse abilities will generally be placed into classrooms with their age and grade peers; however, in collaboration with the student's parents, the SBT may decide to meet the needs of the student in an alternate setting based on appropriate educational rationale.

## **7. Reporting and Record Keeping**

Assessment and reporting are based on teacher observations, formative and summative assessments, and outside support specialists' reports. Progress on the "adapted" components of the program is reported using the regular report card format. Performance scales, letter grades or anecdotal comments may be used to report progress for the "modified" components. IEPs, SSPs, specialist reports, and other student information will be maintained in the student's file as per Ministry of Education and Child Care requirements.

## **8. Evaluation of the Inclusive Education Program**

The Principal is responsible for the evaluation of the Inclusive Education Program.

## **9. Expectations Regarding Inclusion of Students with Disabilities/Diverse Abilities on Fieldtrips**

The following guidelines apply to the accessibility of students with special needs for off-site field trips:

- a) Diversity is valued, the school's goal is to provide equal opportunity for all students with disabilities/diverse abilities wherever possible.
- b) Factors that may affect participation are:
  - the demands of the activity and the capability of the student. (e.g. fitness, skills, emotional, social, safety, etc.)
  - the student risk associated with the activity.
  - the needs of the student and the capacity of the staff to accommodate the needs of the

- student.
  - the length of the fieldtrip (e.g. daytrip, overnight).
  - the availability of parents/guardians to attend the field trip and supervise their child or to be on call throughout the field trip.
- c) Should administration decide that a student may not be able to participate or only partially participate:
- the student will be provided with a modified field trip itinerary (i.e. for an overnight field trip, sleep at home)
  - the student will be provided with meaningful alternative activities at the school if not participating in the field trip.
- d) Participation is voluntary.

## 10. Appeals

A parent who has a concern regarding any educational matter which significantly affects the education, health, or safety of their child who has a disability/diverse ability has the responsibility to follow the Appeal's Policy.

## TECHNOLOGY POLICY

Both students and parents must sign an agreement to abide by the school's Technology Policy; this will be included in the Appendix or available from the office.

- Students may only utilize the devices under the supervision of a teacher.
- Games are not allowed during school time; devices are for instruction, and research for educational purposes.
- The school's policy regarding software usage, importing outside software, and copyright must be adhered to.
- Students are permitted to access the Internet in supervised situations only. There is zero tolerance for accessing inappropriate sites.

## SCHOOL TEXTBOOKS

All textbooks are the school property. Lost or damaged books belonging to school are to be paid for by the parents, at their replacement cost. The school office will issue invoices for lost or damaged books.

## EDUCATIONAL RESOURCE POLICY

### POLICY RATIONALE

Effective July 1, 2016, independent school authorities were required to have policies and procedures on how learning resources are chosen for use in schools. The Ministry of Education and Child Care no longer conduct evaluation processes to recommend learning resources, leaving the responsibility to individual school authorities. This policy sets out the procedures that determine how learning resources are chosen, as well as how concerns or challenges will be addressed by BCMA Schools.

### POLICY

Legal responsibility for the selection and approval of learning resources ultimately rests with the Board of Education of BCMA Schools. The Board delegates to the School Principal the responsibility to select and approve the use of various learning resources which are supportive and consistent with the goals and



objectives of the school and the curriculum of the Ministry of Education and Child Care. Learning resources used in the classroom will be evaluated and approved by the School with consideration given to curriculum fit, pedagogy, social considerations, age and developmental appropriateness, as well as BCMA Schools' philosophical, cultural and/or religious values.

## DEFINITIONS

*Days* – days for the purpose of this policy refers to days the school is in session.

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

## PROCEDURES

### **A. Selection/Approval Process**

Large scale learning resources, such as reading programs and math assessment systems are approved by the Principal. If the cost is more than \$1000, the Principal will seek approval from the VP of Education of BCMA .

Before they are proposed to the Vice President of the Board of Education the learning resources are researched and selected by the principal, who may also seek input from staff, peers, or advisors. The use of new learning resources used in the classroom will be considered by curriculum fit, pedagogy, social considerations, age, and developmental appropriateness, as well as the school's philosophical and cultural values.

The Principal will encourage teachers to use educational media that have been formally evaluated before being used in the classroom. The evaluation process involves the approval of the classroom teacher of that grade and the Principal, of the School.

The School may use the services of Educational Resource Consortia [such as Focused Educational Resources (formerly ERAC)] to support the school in choosing a learning resource.

### **B. Criteria for Selection**

School personnel will make every effort to ensure that resources are selected for their strengths. The evaluation criteria used in determining appropriate learning resources for the school should include, but are not limited to resources that:

- Meet high standards of quality in factual content, presentation, construction and organization.
- Support the learning standards and outcomes of the curriculum.
- Address the developmental and age appropriateness of students.
- Is complementary with the pedagogical, social, philosophical, and cultural values of the school.
- Have effective instructional and technical design.
- Assist students in making connections between what they learn in school and its practical application in their lives.
- Help students gain an awareness of our multicultural society as well as an understanding of the many important contributions made to our civilization by minority and ethnic groups.
- Motivate students and staff to examine their duties, responsibilities, rights and privileges as participating citizens in our society.
- Meet the requirements set by copyright and privacy (PIPA) legislation.
- Emphasis should be placed on the selection of Canadian learning resources where appropriate.

Evaluating resources from the perspective of pedagogical, social, philosophical, cultural and/or religious values should:

- Encourage understanding and promote positive social attitudes and respect for diversity and individual differences.

- Ensure that students will see themselves and their life experiences, within a free, pluralistic, and democratic society as evidenced in the learning materials they use in their classroom.
- Identify potential controversial or offensive elements that may exist in the content or presentation, and highlight where resources might support positive social attitudes, diversity, and demonstrate tolerance and respect for individual differences.

Resource evaluation should be based on one or more of the following inclusion criteria:

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

### ***C. Withdrawal of a Recommended Learning Resource***

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

The recommendation of withdrawal will be made by a committee of at least two representatives of the school, one being a practicing teacher preferably in grade level and subject area for which the resources are used, and the other being the Principal.

### ***D. Challenge to the Use of Authority Recommended Learning Resources***

If a parent or student wishes to challenge the use of a learning resource (i.e.; large-scale, print, media, videos, etc.), they are encouraged to speak with the Principal. The Principal will attempt to broker a solution which may include explaining to the parent its usefulness in the classroom, removing the resource from the classroom, or regulating its use differently.

If this attempt fails, families may follow the procedure as outlined below:

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

Within 10 school days of written receipt of a learning resource challenge, the Principal will convene a meeting of a committee, consisting of a minimum of three school representatives, one of whom must be an administrator and another a practicing teacher. The practicing teacher or Principal must have at least three years of experience in the grade level(s) and subject area(s) for which the resource is used.

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

The individual issuing the challenge will be notified of the committee's decision in writing within 10 school days of the decision. The VP of Education of BCMA will be informed by the Principal that a

learning resource challenge took place and the outcome of the challenge.

If this decision is not satisfactory to the challenger, the individual may further appeal it to the VP of Education through the Major Complaints and Appeals Process.

## PERSONAL INFORMATION PRIVACY POLICY FOR PARENTS AND STUDENTS

### RATIONALE

Safeguarding personal information of parents and students is a fundamental concern of BCMA Schools. Not only is it necessary; it is mandated by law.

The purpose of this Policy is to describe the procedures and practices of BCMA Schools regarding the collection, use and disclosure of personal information about students and parents, including the steps the school will take to ensure personal and financial information is handled appropriately and securely.

### POLICY

BCMA Schools are committed to meeting or exceeding the privacy standards established by British Columbia's *Personal Information Protection Act* (PIPA) and any other applicable legislation. All staff of the school are expected to protect the personal information of students and parents by following the procedures outlined in this document.

### DEFINITIONS

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

*Parent* - means the parent, guardian, or other legal representative of a student.

*Student* - means a prospective, current, or past student of a BCMA School.

*Agent* - means a person or company who has the authority to act for another (example: Ministry of Education).

*Contractor/service provider* – means a person or business who agrees to do a work/service for the school (example: school photographer, occupational therapist, physiotherapist).

### PROCEDURES

The BCMA School Board may add, modify, or remove portions of this PIPA Policy when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. Parents/guardians may ask for the most recent update of this Personal Information Privacy Policy at the school office and/or it may be available online on the school's website. This Personal Information Privacy

Policy may be supplemented or modified by agreements entered into between a BCMA School and an individual from time to time.

## Ten Privacy Principles

As part of the BCMA Schools'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 the BCMA Schools's compliance with the principles.

### Principle 1 – Accountability

BCMA Schools are responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the Board has appointed an individual who is accountable for the school's compliance with the *Ten Privacy Principles*. This individual is the *Privacy Officer* of the school.

An individual may contact the Privacy Officer of the schools as follows:

BCMA Schools		
Attention: School Principal (who is the Privacy Officer)		
School:	SMS	BCMS
Principal:	Shagufta Ansari	Mislyn Nelson
Phone:	604-599-6608	604-270-2511
Email:	<a href="mailto:sansari@bcmaschools.ca">sansari@bcmaschools.ca</a>	<a href="mailto:bcmsprincipal@bcmaschools.ca">bcmsprincipal@bcmaschools.ca</a>

### **Principle 2 – Identifying Purposes**

BCMA Schools 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?**

BCMA Schools collects and uses personal information to provide students with the best possible educational services enunciated by the Mission statement of the school.

Most of the information the school collects come to the school directly from parents and students or is information regarding the student's school activities, performance, or behaviour, such as attendance records or grades. For example, when a student applies to register in the school, the school will ask you to provide the information that enables it to complete the registration process. This also includes information on academic, health, and personal matters needed by the school to provide the best possible education and co-curricular programs. BCMA Schools also collect information in connection with the use of its computer systems. **Personal information may also be collected and used and disclosed in the course of the operation of building security systems, including video and other surveillance systems.**

### **Principle 3 – Consent**

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

Requirements for consent to collection, use or disclosure of personal information vary depending on circumstances and on the type of personal information that is intended to be collected, used or disclosed. In determining whether consent is required and, if so, what form of consent is appropriate, the BCMA Schools will take into account both the sensitivity of the personal information and the purposes for which BCMA Schools will use the information. Consent may be express, implied (including through use of "opt- out" consent where appropriate) or deemed. For example, if an individual provides their 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 a BCMA School, an individual may withdraw consent to the collection, use or disclosure of his or her personal information. Upon notice of withdrawal of consent, BCMA Schools will notify the individual of the likely consequences of withdrawing their consent and, except where otherwise required or permitted by law, BCMA Schools will stop collecting, using or disclosing the personal information as requested.

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

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

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

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

The BCMA Schools 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?**

The BCMA Schools 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 the individual for their consent before the school proceeds.

BCMA Schools 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?**

BCMA Schools may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law. The following are some examples of how the BCMA Schools 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.
- Other professionals for the sole purpose of supporting the student (i.e. speech and language pathologist, occupational therapist, doctor, psychologist, community counsellor) NOTE: parents will be asked to sign a release form.

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, government tax reporting requirements, and student records required to be transferred to the next school that a child enrolls. Student information as per Form 1701 is annually filed with the Ministry of Education and Child Care.

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 students and parents to other parties.

#### Outside Service Suppliers

At BCMA Schools, the school sometimes contacts outside organizations to perform specialized services such as printing, student assessments, market research or data processing. For example, the school may give the: the newspaper pictures of school events, the photography company the names of students, the health unit necessary information to ensure safe health practices for students with medical issues. Suppliers of specialized services are given only the information necessary to perform those services, and BCMA Schools takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

#### Restricting Sharing Information

If an individual chooses to limit the sharing of their personal information, the person must contact the school office and submit a written letter specifying which items of personal information the person wishes to limit, and to whom the person wishes

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**

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

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

An individual may, upon written request to the School may ask that the School correct an error or omission in any personal information that is under the Schools's control. The School will, as appropriate, amend the information as requested and send the corrected personal information to each third party to which it has disclosed the information during the preceding year.

## **Principle 7 – Safeguarding Personal Information**

The BCMA Schools 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 to parent's financial information 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 the handling of personal information.

### **Student Files**

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

### **Electronic Security**

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

## **Principle 8 – Openness**

The BCMA Schools 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 the school.

## **Principle 9 – Individual Access**

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

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

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

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

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

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

A student is entitled to examine his/her student's record while accompanied by the principal or a person designated by the principal, with appropriate notice during normal school hours.

## **Principle 10 – Complaint Process**

Individuals may question compliance with the above principles.

### **Questions, Concerns and Complaints**

Questions, concerns, and complaints about privacy, confidentiality and personal information handling policies and practices of the school should be directed to the school's Privacy Officer (Principal). An individual with question, concern and/or complaint should contact the Privacy Office by phone and/or email at the school. The Privacy Officer may ask the individual to put their question, concern and/or complaint in writing.

The Privacy Officer will address such questions, concerns and complaints in a timely manner.

Managing privacy breaches properly is an important step towards alleviating harms – and preventing future breaches of personal information. Where there has been a breach in privacy the Privacy Officer will inform the Board and address the privacy breach as required by law. The four actions to be taken by the Privacy Officer shall include:

1. Report: Report to the BCMA Board of Education. Under PIPA it is optional, though strongly encouraged, to report to the [Office of the Information & Privacy Commissioner for BC](#).
2. Recover: Make every effort to recover the confidential or personal information to lessen the impact on the individuals involved.
3. Remediate: Work with investigators, or others involved to determine the specifics of the incident, to resolve it and, if necessary, to notify affected individuals.
4. Prevent: Make any needed changes to the school's processes, understand the Privacy Officer's responsibilities, be diligent in the handling of confidential or personal information, and be an active participant in developing a culture of prudent information management.

## **APPENDICES**

The following language or similar language may be used for various documents used by BCMA Schools for Parents and Students as they pertain to the PIPA legislation:

### **1. Student Registration Forms:**

I consent to having the School collect personal information that may include student identification information, birth certificate, legal guardianship, court orders if applicable, parents' work numbers and email addresses, behavioural, academic and health information, most recent report card, emergency contact name and number, doctor's name and number, health insurance number (optional) and any similar information needed for registration.

I further consent to the use and disclosure of information contained in this form and otherwise collected by or on behalf of the School:

- a) for the purpose of establishing, maintaining, and terminating the student's or parent's relationship with the school.
- b) for additional purposes identified when or before personal information is collected, and
- c) as otherwise provided in the school's Personal Information Privacy Policy, a copy of which is available on request.

I also consent to the collection, use and disclosure of such personal information by and to agents, contractors and service providers of the School.

This information is required in order to register your child at this school, and it assists the school in making an informed decision as to your child's suitability and appropriate placement in the school. It will





## **Sample Language for Use on Other Forms that the School may Create**

The sample language in the above examples provide a template for creating the school's language for consent. The language on any other forms should contain consent for the collection of the information and state how the information will be used. Student field trip permission, fundraising from parents and the wider community, alumni contact, and activities are examples of school-related activities for which the school will need specific personal information.



## PARENT & STUDENT HANDBOOK CONTRACT

I hereby acknowledge that I have fully read the BCMA Schools handbook, and I understand that I shall abide by the duties and responsibilities that are outlined within the BCMA Schools Student-Parent Handbook.

Parent's Full Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_