

Policy Manual

2017



Traditional Learning Academy

1189 Rochester Avenue

Coquitlam, BC, V3k 2X3

604-931-765

tlaoffice@traditionalllearning.com

Our TLA Policy Manual

Our policies lay out what the school administration and board of directors want members of the school community (teachers, staff, parents, and students) to do in key areas in the running of the school.

The policy manual provides a non-emotional and unbiased point of departure for understanding school activities and procedures, and an excellent starting point in resolving any issues that should arise.

The policy manual is accessible to all on the TLA website, www.traditionalllearning.com , and is available in paper form from the school office.

The policy format has been developed by the TLA administration in collaboration with BC Ministry of Education External Evaluation Committee director, and former Inspector of Independent Schools of British Columbia, Susanne Penner:

NAME OF POLICY

Purpose:

The purpose is stated clearly and simply.

Pertains to:

The people or groups affected by the policy are named.

Details:

A straight forward explanation of the policy.

Notes and Procedures to the Particular Policies:

A section for these will be provided, if necessary or useful, on the reverse side of each policy in the working copy so that it may assist the administration in its use as a living document.

Policy Status:

_____ In Development as of: _____ (Date)

_____ Pending Board Authority Approval

_____ Approved by Board Authority

INTERNATIONAL STUDENT GRADUATION CREDIT POLICY DOGWOOD DIPLOMA

Purpose:

In order to obtain a Dogwood Diploma, International Students enrolled at TLA must meet all of the graduation requirements as set out in the Graduation Program Order (School Act, Section 168 (2) (b)). This policy explains both what these requirements are and how they can be met.

Pertains to:

International students in grades 10 – 12.

Details:

International students who come to Traditional Learning Academy to earn a Dogwood Diploma must meet all of the graduation requirements in the BC curriculum. To do so, it is recommended that they begin their studies here in grade 10. This will allow sufficient time to improve English reading, writing, and communication skills by the time they enter their grade 12 year. Credit for graduation program courses can generally be earned either through course enrollment, equivalency, or challenge. The following courses, however, cannot be earned by means of equivalency or challenge but must be earned through instruction from a British Columbia certified teacher:

- Language Arts 11
- Language Arts 12
- One of Science 11 or 12
- One of Mathematics 11 or 12
- Social Studies 11
- Planning 10

Policy Status:

Approved by Board Authority

BRITISH COLUMBIA SCHOOL COMPLETION CERTIFICATE POLICY: (EVERGREEN CERTIFICATE)

Purpose:

To outline the requirements for the issue of a School Leaving Certificate. (Evergreen Certificate)

Pertains to:

Students with Special Needs who have an Individual Education Plan and who meet the goals of their educational program other than graduation.

Details:

When such students complete their time at school, TLA will submit the demographic data for the student to the Ministry, including the date when the student met the goals of his or her educational program. The Ministry will then prepare and distribute to the school a specially designed Evergreen Certificate, distinct from the Dogwood Diploma, for authorized signature to be added by the school and subsequent distribution to the student.

Policy Status:

Approved by Board Authority

TLA SMOKING AND USE OF VAPOUR PRODUCTS POLICY

Purpose:

To ensure that no use of tobacco or vapour products takes place on school property

Pertains to:

Students, Staff, Families, and other Visitors to the School

Details:

The school building and grounds of Traditional Learning Academy are tobacco and vape-free, as stipulated under the BC Tobacco and Vapour Products Control Act and Regulation. This ban extends to all school property 24 hours a day, 7 days a week, regardless of whether or not school is in session. The ban also includes vehicles, parking lots, sports fields, driveways, courtyards, and private vehicles parked on school property.

An exception to the tobacco-free restriction includes the ceremonial use of tobacco when it has been pre-approved by the school's board of directors, and is performed in relation to a traditional aboriginal activity.

Specific consequences to violations of this policy may be found in the Student Conduct Policy.

Policy Status:

Approved by Board Authority

Procedures and Notes to Accompany the School Smoking and Use of Vapour Products Policy

It has been a long standing rule at TLA that use of tobacco, illegal drugs, and alcohol, by students can be cause for suspension or expulsion. This has consistently appeared in the TLA Handbook for Parents and Students, and has been in effect during school times and activities, whether on or off campus. The new policy adds the prohibition of the use of vapour products, and extends the prohibition of the use of these on school property, as well as the use of tobacco to 24 hours a day, 7 days a week, whether or not school is in session.

SCHOOL DRINKING WATER TESTING POLICY

Purpose: To ensure that the quality of drinking water in our school meets established guidelines under applicable provincial and federal legislation

Pertains to: Administration of the School or their designates

Details: This policy specifically addresses the content of lead in the drinking water in the school. It is developed in collaboration with the local Fraser Health Authority, Lloyd Struck BAA, CPHI, Environmental Health Officer and Mark Zobel at 1-604-870-7903, who advised us of the procedure for water sample collection.

School drinking water is to be tested every three years and reported annually to the Ministry of Education. *(This is in accordance with STANDARDS AND CONSTRUCTION BRANCH CAPITAL DIVISION MINISTRY OF EDUCATION PAGE 3 OF 5 SEPTEMBER 26, 2016 POLICY FOR TESTING LEAD CONTENT IN DRINKING WATER OF SCHOOL FACILITIES.)*

Water is tested from a drinking water source in the school as indicated overleaf in the Procedures and Notes to accompany the policy. If sample results reveal lead levels above the maximum allowable concentration of 0.010 mg/L as stated in the *Guidelines for Canadian Drinking Water Quality* by Health Canada, the school, in consultation with the Fraser Health Authority, will commence daily flushing immediately, or deactivate and place a "Not in Use" sign on the drinking water source. A "Not-Potable" sign will be placed above all other water sources in the school.

Mitigation solutions may include:

Flushing regimes of the five drinking water sources as in Step One of the Testing Procedure

Deactivation of water sources and supplemental signage

Installation of filtration systems

Plumbing upgrades

Or other steps that result in reducing the exposure to lead to acceptable levels

Communication and Reporting Requirements

Should testing result in elevated levels of lead, the school will immediately inform the Ministry of the issue and will work with the Fraser Health Authority to communicate the results of testing lead content in drinking water with parents, students and staff by describing the following:

Rationale for testing lead in drinking water

Identify partnership with the Fraser Health Authority in actively seeking solutions

State results of the particular sampling

Identify mitigation strategies implemented or being consider by the Board

Provide contact information for the school and the Fraser Health Authority for parents, students and staff to request further information

TLA will submit all of our testing results annually to the Ministry by March 30th using the "Report for Testing Lead Content in Drinking Water of School Facilities" spreadsheet, which will be provided by the Ministry. [As of Dec. 22, 2016, this had not been provided by the ministry. Pat McCrea 250-208-7037 from the Ministry tech department to inquire from me as to the existence of such spreadsheet)

Policy Status:

In Development as of: Jan. 4, 2016 (Date)

Pending Board Approval

Procedures and Notes to Accompany the School Drinking Water Testing Policy

Drinking Water Source at TLA

Sample taken from the Staff Room sink which is in a central location on the middle floor of the school

Annual Testing Procedure

Step One

Top Floor:

Run Room 305 sink until water goes cold – up to 10 minutes.

Run Chapel Washroom sink until water goes cold – up to 10 minutes.

Main Floor:

Run Far Janitor room sink in Main Floor South East Extremity until water goes cold – up to 10 minutes.

Run Room 201 sink until water goes cold – up to 10 minutes.

Bottom Floor:

Run Primary Boy's Washroom sink until water goes cold – up to 10 minutes.

Run High School Boy's Washroom sink until water goes cold – up to 10 minutes.

When this is complete:

Run the staff room hot tap for at least 2 minutes to waste, and then run the cold tap at least two minutes to waste.

Step Two

A minimum of 6 hours after the initial flushing has taken place, and taps have *not* been used, (overnight is fine)

Run the staff room hot tap for at least 2 minutes to waste, and then run the cold tap at least two minutes to waste. Take a sample from the staff room cold tap according to the collection instructions from DSL Laboratories in Burnaby.

Take samples from the Upstairs Hall Drinking Fountain, and the Boys Change Room Drinking Fountain after having run both of them

Then

Deliver samples to ALS Environmental, 8081 Lougheed Highway, Burnaby, 604-253-4188.

First Sample Date: December 22, 2016, 11:50 AM Staff Room, Upper Hall Drinking Fountain, Boy's Change Room Drinking Fountain *Delivered Dec. 22 to ALS Labs.* Report received, January 3, 2017 indicating no significant lead content in any location. See File.

This procedure was developed over a period of several days by Edward De Vita and Martin Dale in consultation with, and from documents received from, Lloyd Struck, BAA, CPHI (C) Environmental Health Officer, Mark Zubel at Fraser Health, and Shane Ramos at ALS Environmental Labs. The following individuals have also been involved in the consultation process by the school:

Fraser Health Authority TLA Public health nurse, Denece

Heather, and Shane Ramos of ALS Environmental Laboratories, Burnaby

The office of Hon. Mike Bernier, Minister of Education, who directed the call to,

Tech Support in charge of Spreadsheets for the ministry, and with

Brian Jonkers, Executive Director of Independent Schools

Brian Jonkers contacted M. Dale, Dec. 22, 2016 at the school to informed him at that time that there is no spreadsheet available for schools to report our findings to the ministry and that the deadline for having policy in place is December, 2017. In the Policy Issues report for TLA, it stated that this particular policy was serious and had to be in place by Jan. 4. This is an inconsistency which will be clarified in the January 5 & 6 EEC re inspection.

INTERNATIONAL STUDENT POLICY

Purpose:

To ensure that international students have the legal and language requirements necessary to succeed at TLA and that their medical coverage, custodianship, homestay situation, and school experience are in accord with the *BC K – 12 International Student Homestay Guidelines*.

Pertains to:

All international students who are from outside Canada and who do not meet the residency requirements of Section 82 of the school act and who are in British Columbia for the purpose of attending an educational program for more than six months and who are not eligible for provincial funding. (International students whose parents reside in Canada with a work or study permit are eligible for the regular Ministry funding, and follow the regular school fee schedule. These are NOT considered to be international students for the purposes of this policy.)

Details:

At TLA, courses all demand a good grasp of the English language. Our school does not offer an extensive ESL program for students new to the country. The following guidelines will determine whether or not a student will be admitted:

1. Students in grades 4 to 12 must have received English language instruction, or, in some other way have mastered sufficient command of the language to allow them to succeed at TLA. This may be discerned in a language test/interview with the Principal or his designate. Should this still not be sufficient to determine a prospective student's eligibility, a written and oral English assessment may be administered. Primary students (grades K to 3) may be admitted without fully meeting the above language requirements.
2. The following items must be submitted to the school in their original form to be photocopied (if appropriate) during the applications process before the student is accepted:
 - Valid Student Visa or Student Study Permit
 - Passport
 - International Student Application Fee
 - Most Recent Report Card
 - Baptismal Certificate (If student is Catholic)
 - Application Agreements signed
 - Current Medical Insurance Information
 - Immunization Forms
3. International students will be admitted to classes where their presence will not unreasonably impede the normal progress of the class. Class composition, size (either large or small), number of students with special needs, etc., are all factors when considering the acceptance of an international student. The principal, in consultation with the home room teacher, and the Project Manager (in the case of Chinese National Students) is responsible for admissions.
4. Payment of International Student fees must be made in advance and in full, before the student begins classes. Fees are non-refundable after October 1, 50% refundable between August 15 & September 30, and fully refundable, minus the cost of any resources purchased by the school, prior to August 1.

Policy Status:

Approved by Board Authority

Notes and Procedures to accompany the International Student Policy

The foundational guidelines underlying the TLA International Student Policy are found in:

http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/international_education/home_stay_guidelines.pdf

and, in the case of Chinese national International Students:

The Project Agreement for Chinese Student Recruitment and Development at Traditional Learning Academy, between Canada Bethune Management Corp (Patrick Wang, Project Manager), and Traditional Learning Academy, Coquitlam.

The Custodian is the individual responsible for the care of the international student (In some cases this may be the host family parent, or in the case of our Chinese nationals International Students, Patrick Wang)

The Custodian is expected to ensure that the International Student:

- arrives and departs the school at the appropriate times

- is in possession of full school uniform and supplies

- is provided with adequate accommodation and meals

- is provided with adequate study time, limited internet time, and a curfew or age-appropriate bedtime

- understands the school's behavioural expectations in the code of conduct for students at the school

The school requires contact information be provided on the application form for both the Custodian and the Home Stay provider (Host Family) to ensure that communication is facilitated between them and the school. The Custodian and host families will be signed up for the school newsletters and communications via the TLA website, www.traditionalllearning.com. Telephone numbers and email contacts are provided to ensure that the host family may contact the school and the teachers of the International Student. To promote connectedness between the host family and the school, TLA will deal directly with the Custodian/host family in matters of second language support, attendance, and extra curricular activities.

RELIGIOUS PRACTICES & CATHOLICITY POLICY

Purpose:

To foster and maintain the Catholic culture of the school

Pertains to:

Teachers, Students, Staff, Parents, and Guest Speakers

Details:

The program at Traditional Learning Academy is conducted in the Catholic tradition. The Catholic Faith is taught in accordance with the Magisterium of the Catholic Church. The students take part in prayers before school, in class, during devotions & Masses, and in the reception of the sacraments throughout the school year in accordance with the liturgical calendar. The school community sings hymns and/or participates in special ceremonies often in honour of God, Our Lady, and the saints. Liturgical events or devotions may take place in the school chapel and in local parish churches, or in the school grounds and local neighbourhoods, as appropriate.

It is understood that all students, Catholic and non-Catholic alike, are required to participate in religion classes, prayers, and in our school devotions. The school does not permit any student to “opt-out” of any part of its programme, or to display any sort of grave disrespect towards God, the saints, or the Faith.

Staff, parents, and members of the administration must maintain vigilance to ensure that no forms of media present in the school contain or promote anything which is designed to show grave disrespect towards God, the Saints, or the Faith.

Policy Status:

Approved by Board Authority

STUDENT CONDUCT POLICY

Purpose:

To ensure that safe and respectful conduct is shown for self and others, and that appropriate respect is shown for property belonging to self and others.

Pertains to:

TLA Students

Details:

The code of conduct for Traditional Learning Academy applies to all students. It is expected that students will at all times show respect for self and others, and for property belonging to themselves and others. Students will demonstrate mannerly behaviour and be obedient to the school authority, including parents and staff. At chapel and prayer times, students must deport themselves in a reverent and respectful manner. Students are expected to participate in all curricular and extra-curricular activities with due diligence and effort. At no time will students be permitted to use foul language or engage in any form of bullying* or physical confrontation; nor are they to consume any illegal substance, including tobacco, vapour products, drugs or alcohol, or to provide such illegal substances to fellow students.

Guiding principles are in accord with FISA's *Procedural Fairness Best Practice Guidelines for Independent Schools*. See Notes and Procedures accompanying this policy.

*See Also School Anti Bullying Policy

Policy Status:

Approved by Board Authority

NOTES AND PROCEDURES TO ACCOMPANY STUDENT CONDUCT POLICY

Students will be treated with respect and dignity and will know what is expected of them. School Expectations for student behaviour will be clear and well communicated via the initial interview with parents, parent meetings, school assemblies, classroom instruction, individual discussions with students as required, and via the TLA handbook for parents and students. In the event that a student is experiencing significant difficulties with the school's behavioural expectations, he or she will be required to sign a code of conduct agreement, along with the home room teacher, principal, and parents/guardians.

2. In accordance with school policy, a student who is accused of breaching a rule should be notified of that of which he/she is accused, with the essential facts of what he/she is alleged to have done. In the case of serious infractions, notification will also be given to a student's parents in the form of a phone call, email message, or letter.
3. An accused student will be given an opportunity to tell his/her side of the story. Where the stakes are minor, this can be satisfied by the principal or teacher informally asking the student to explain her/his actions. More serious matters require more formal investigation and documentation.
4. The student and parents are informed of the school's appeal procedure via the school handbook, and in the initial interview with parents, which involves the following steps:
 - First, the student and/or parent should contact the staff member dealing with the situation directly with the situation. This would normally be the classroom teacher, or teacher/supervisor involved in playground/field trip/camping setting at the time of the infraction.
 - Second, should the situation not be resolved at the first level, then the student/parent or teacher will bring the situation to the attention of the vice principal, or principal for his or her consideration.
 - Third, should the situation not be resolved at the second level then the student/parent or teacher will bring the situation to the attention of the Board of Directors of the Traditional Learning Society of BC – the supervising body of TLA – in written form.
 - Fourth, should the situation not be resolved at the third level then the student/parent or teacher will bring the situation to the FISA ombudsman provided for this purpose, again in written form.
 - Students and parents will be assured that there will be no retribution for pursuing an appeal or review.

The school staff, administration and members of the Board of directors must do their utmost to ensure that their decisions in matters of discipline are unbiased, and that they appear unbiased. The following guidelines are to be used to ensure that no bias is involved or perceived to be involved:

- Staff must never prejudge the evidence of the particular circumstances of the student's case, or give the appearance (e.g., in public statements) of having done so, even if he or she has strong convictions on a matter.
- When selecting persons to hear a case or an appeal of a decision, school administration must avoid choosing those who have a close out-of-school relationship, family ties or adversarial relationship with the student or student's family, or a staff member who is closely involved in the incident.
- If a person (e.g., principal, staff member or committee member) has made a previous decision, or has been a member of a committee that has made a previous decision, that now is under appeal, such a person should only participate in the appeal for the purpose of providing testimony. Such a person should not participate in decision-making at appeal levels.
- An appeal-hearing committee should not hear or receive evidence that will not be shared with the other party in the dispute. They will not receive evidence or representations from administrators or staff in the absence of the person appealing, and will avoid the appearance of doing so.

The requirements of procedural fairness will depend on the seriousness of the matter being decided. At the low end of the scale, a minor infraction may be appropriately dealt with by an informal meeting between the principal or teacher and the student. A decision respecting the possible suspension or expulsion of a student would be at the high end of the scale because of the serious implications for the student. These cases call for careful observance of all elements of procedural fairness and a full hearing involving the following appropriate procedural protections:

- an impartial (unbiased) decision-maker
- reasonable notice of the proposed suspension or expulsion which clearly sets out the grounds being relied on; this gives the student and his/her parents an opportunity to prepare a response
- a hearing at which the student has an opportunity to present reasons why the proposed action should not be taken. Oral and/or written submissions will usually be appropriate with respect to expulsions/suspensions
- the opportunity for the student to present witnesses
- a fair and unbiased decision based upon the evidence presented
- a timely decision with written reasons.

In a particular case a student or parent may request to be represented by legal counsel at the hearing. The decision-maker should give careful consideration to such a request, having particular regard to the seriousness and/or complexity of the matter, and permit representation in appropriate situations.

SPECIAL NEEDS POLICY

Purpose:

To accommodate students with special needs whose parents desire TLA as a setting for their child's education.

Pertains to:

Students with disabilities of an intellectual, physical, sensory, emotional, or behavioural nature, or have a learning disability or have exceptional gifts or talents.

Details:

The classroom teacher may *adapt* the regular program of study to meet the special needs of a particular student. When such adaptations takes place, the parents are informed and the adaptations are recorded in the student's report card and permanent record card.

If *adaptation* is not sufficient, then the parents will be required to have an assessment completed by an educational psychologist/psychiatrist, a speech/language pathologist, or other specialist, to determine the exact nature of the difficulty. On the basis of this assessment, an Individual Education Plan (IEP) will be created by the Special Needs Coordinator, in collaboration with the classroom teacher, the principal, and, if necessary, an Educational Assistant. If the assessment determines that the student qualifies for special needs funding, it will be used to deliver the modified program of study to the student. A Special Needs Budget will be created each year to allocate funds for the running of the program according to the Individual Education Plans for the special needs students. Costs for the program which exceed those provided by the ministry must be provided by the parents.

A gifted student is challenged by broadening the course of study rather than accelerating it. However, in exceptional cases, it may be determined that a gifted student should be promoted to a higher grade level.

The current limitations of our school facilities and staffing may dictate that we are unable to provide for every student or applicant with special needs.

The classroom teacher of each student with an IEP will meet throughout the term both formally and informally with the special needs teacher, education assistant and on occasion with the principal to discuss student progress, resource needs and/or changes needed in the student's learning plan. Parents may also be included in these meetings if and when required throughout the term.

Formal IEP review meetings will be held twice a year in October and February. The classroom teacher, special needs teacher, education assistant, principal, behaviour consultant and behaviour interventionists (if applicable) will normally be present at these meetings.

Policy Status:

Approved by Board Authority

NOTES AND PROCEDURES TO ACCOMPANY THE SPECIAL NEEDS POLICY

The classroom teacher of each student with an IEP will meet throughout the term both formally and informally with the special needs teacher, education assistant and on occasion with the principal to discuss student progress, resource needs and/or changes needed in the student's learning plan. Parents may also be included in these meetings if and when required throughout the term.

Formal IEP review meetings will be held twice a year in October and February. The classroom teacher, special needs teacher, education assistant, principal, behaviour consultant and behaviour interventionists (if applicable) will normally be present at these meetings.

HOMework POLICY

Purpose:

To delineate the kinds of homework and the appropriate time allocations per grade level

Pertains to:

Parents, Teachers, and Students

Details:

Homework at TLA is assigned for the following reasons:

- to complete work started at school, but left unfinished at the end of the day
- to do work specifically assigned to be done at home, either as part of a project, or research assignment, or an individual assignment
- regular review and reading designed to reinforce newly learned material and/or to develop a habit of doing some organized and positive learning individually and with parents at home

Teachers will endeavour to regulate the amount of homework each evening. A general guide for the maximum amount of time spent on homework each weeknight night per grade is:

- K - Grade 2 30 minutes
- Grade 3 45 minutes
- Grades 4 - 6 60 minutes
- Grades 7 & 8 90 minutes
- Grades 9 & 10 2 hours
- Grades 11 & 12 2 ½ hours

In the case of an excessive amount of homework, parents are required to send a note to the teacher explaining any incomplete work, and parents are required to ensure that students do not exceed the time recommended on a regular basis.

Policy Status:

Approved by Board Authority

EVALUATION POLICY FOR ADMINISTRATORS (PRINCIPALS AND VICE PRINCIPALS)

Purpose:

The purpose of an evaluation of administrators is to ensure that the program at TLA is conducted efficiently and effectively within the Ministry requirements.

Pertains to:

Principal and Vice-Principal

Details:

All administrators employed at TLA will participate in an evaluation process in accordance to the following guidelines:

- The evaluation process will be overseen by the Senior Manager or designate.
- An evaluation will be completed during the first year of appointment, and thereafter according to a four year schedule.
- Evaluations in between the regular evaluation dates will take place if there are compelling reasons to do so (that is, if information received in the office indicates a problem in performance, or if the administrator requests a current evaluation).
- An evaluation will include completion of a self-evaluation form (based on the *Leadership Standards for Principals and Vice-Principals in British Columbia* document developed by the BCPVPA Standards Committee), and the collection of data from parents, co-workers and others.

If the evaluation process reveals a deficiency in performance, a plan for improvement will be proposed and a time line for its implementation will be established. This part of the process may be overseen by a member of the Society Board. Should the administrator prove to be unable to effect improvement in an area of serious concern, a change of responsibilities will be recommended, if such a position is available. If not, the administrator's contract will not be renewed for the next school year. In the special circumstance of a serious infraction or serious neglect of responsibilities which places the program in jeopardy, duties will cease immediately, and employment will be terminated according to the terms of the contract. Decisions affecting the continuing employment of the administrator may be appealed to the Board of Directors of the Society.

Policy Status:

Approved by Board Authority

TEACHER EVALUATION POLICY

Purpose: Teacher evaluation ensures that the instructional program at TLA is conducted efficiently and according to the needs of the students. Should a deficiency in performance be identified, a process for correction will be suggested, and a plan for its implementation will be undertaken.

Pertains To: All teaching staff.

Details: A planned program of teacher professional growth consists of both formative and summative evaluation. All teachers, in collaboration with the Principal, will participate in the evaluation process, which will be conducted according to the following guidelines:

- An evaluation will be completed during the first year of employment, and thereafter according to a four year schedule. Each evaluation after the first will contain both formative and summative components: both assessment of past teacher performance and plans for improvement of future performance.
- Evaluations in between the regular evaluation dates will be performed if there are compelling reasons to do so because of concerns arising from information given to, or actions/omissions observed by the principal which indicate a problem in performance.
- An evaluation will include teacher self-evaluation, personal interviews with the teacher by the principal, observation of performance with student(s), in both academic and non-academic settings, if practical, and a review of record keeping and documentation of student progress and communication.

Should a teacher prove unable to effect improvement with regard to an item of serious concern, a change of responsibilities will be recommended, if possible. If not possible, the teacher's contract will not be renewed for the next school year. Decisions affecting the continuing employment of a teacher may be appealed to the Board of Directors of the Society.

Special Circumstances:

There may be times in which a teacher may be required to undergo or request a summative evaluation outside of the regular cycle. A teacher may, for example, be considered "at risk" and a summative evaluation would be required to properly assess teaching competencies. In another circumstance, a teacher may request a summative evaluation for reasons of personal professional growth. Other circumstances may also apply whereby a summative evaluation is initiated at the discretion of the principal and in consultation with the teacher.

Policy Status:

Updated Pending Board Authority Approval

ANTI BULLYING POLICY

Purpose:

Traditional Learning Academy was founded in order to provide students with a strong academic, spiritual, and moral foundation in accord with the teachings of the Catholic Church. This means that students are to be formed in the life of virtue which springs forth from the dual love of God and the love of neighbour. To achieve this purpose, the virtue of charity must be demonstrated in all the activities of the school. Charity involves willing the good of others regardless of who they are. Bullying is a form of hatred and, as such, is contrary to the law of charity towards one's neighbour. The school, in accord with Catholic moral teaching, aims to protect all students from any form of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity.

Pertains to:

Individual or groups of students who exhibit bullying behaviour, and,
The targets of bullying behaviour

Details:

Bullying is the act of repeated aggressive behaviour in order to intentionally hurt another person, physically, emotionally, or mentally. Bullying behaviour may include name calling, verbal or written abuse, exclusion from activities or social situations, physical abuse, or coercion. Cyber bullying, where the perpetrator assaults his/her victim via the internet is an area in which school and parents must be particularly vigilant.

Warning Signs of Bullying

Not all victims of bullying will let on that they are suffering at school. Many feel that admitting how bad things have gotten will increase their torment at the hands of perpetrators if they risk "snitching." Some feel that no one will believe or support them or are too embarrassed to admit what is happening. While parents and teachers should openly encourage students to report incidents of bullying that are observed or experienced firsthand, they should also be aware of the signs of bullying in the event that students are not forthcoming. A child may be a victim of bullying if he or she:

1. Is noticeably frightened or evasive when asked what is wrong.
2. Suddenly loses appetite.
3. Begins bullying or engaging in unusual aggressive behavior with siblings, playmates, or other children.
4. Comes home unusually hungry (may indicate lunch has been stolen)
5. Repeatedly "loses" lunch, money, or possessions.
6. Has unexplained cuts, scrapes, or bruises.
7. Comes home with clothes dirty or torn, or books and other possessions damaged.
8. Begins to perform poorly in school.
9. Repeatedly claims to feel ill before going to school.
10. Cries himself/herself to sleep at night or suffers from chronic nightmares.
11. Threatens or actually attempts suicide or other forms of self-harm.
12. Attempts to, or actually runs away from home.
13. Begins stammering, appearing nervous and/or is afraid to look people in the eye.
14. Seems withdrawn, anxious or suddenly suffering from low self-esteem.
15. Begins to skip school, begs to change schools, or strongly desires not to go to school.
16. Demonstrates marked fear or unwillingness to go to school or take the bus.

If a student displays several of the above signs, bullying should be considered a possibility to be investigated.

Prevention of Bullying

Each of the following measures are carried out by the school in order to prevent bullying from occurring:

1. Ensuring that students are aware of the behaviour expected of them at TLA.
2. Making this bullying policy available to parents, teachers, and staff.
3. Emphasizing the importance of reporting incidents of bullying, both observed and experienced, and including confidentiality as an option in making such a report.

Dealing with Bullying

When an incident of bullying is brought to the attention of a teacher, it will be investigated quickly and fully in consultation with the principal and the student's parents. The perpetrator will be given an immediate consequence at the discretion of the teacher and informed that the behaviour must stop. For a period of time (usually two to three weeks) following the initial report of the incident, the home room teacher will keep a daily log to monitor the situation between the two parties. New incidents of bullying or the lack thereof will be

recorded in this log on the basis of information gathered by the victim's conversations with parents, the observations of yard supervision teachers at recess and lunch hour, and daily interviews with the victim by the home room teacher at the end of each school day. If it is evident from these sources that the bullying has persisted, parents of the perpetrator will be called in and more punitive measures will be taken including, but not limited to, detentions, essay writing, service to the school, suspension, or even expulsion, depending upon the degree of seriousness of the bullying behaviour. In extreme cases it may be prudent to involve the police.

Protecting the Victim or the Alleged Victim from Retaliation

The school will be vigilant in protecting the victim or alleged victim of harassment or bullying from retaliation from the accused person. Parents must be willing to be candid and prompt when reporting incidents of this to the school.

Policy Status:

Approved by Board Authority