

Policy Manual



Traditional Learning Academy

1189 Rochester Avenue

Coquitlam, BC, V3k 2X3

604-931-765

tlaooffice@traditionallearning.com

Table of Policies

- 1 International Student Graduation Credit (Dogwood Diploma)
- 2 BC School Completion Certificate (Evergreen Certificate)
- 3 TLA Smoking and Use of Vapour Products
- 4 School Drinking Water Testing
- 5 International Students
- 6 Religious Practices and Catholicity
- 7 Student Conduct (Behaviour & Discipline)
- 8 Inclusive Education
- 9 Homework
- 10 Evaluation for Administrators
- 11 Teacher Evaluation
- 12 Harassment and Bullying Prevention Policy
- 13 Learning Resources
- 14 Anaphylaxis
- 15 Supervision
- 16 Field Trips
- 17 Emergency Drills
- 18 Appeals
- 19 Graduation Credits – Earning Options
- 20 PIPA Personal Information Privacy Policy
- 21 Child Abuse and Neglect Policy
- 22 Fire Safety Plan - *Contact School Directly*
- 23 Course Challenge Policy
- 24 Cash Payment Policy
- 25 Student Records Policy
- 26 Student Supervision Policy

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.

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.

Entering the Evergreen Certificate Path at TLA

Families desiring a structured academic program in a traditional Catholic setting for their children choose TLA for their children's education. As such, children generally fall into a course of study which leads to receiving a Dogwood Certificate at graduation. It does happen that students exist in those families who are not suited to the demands of a Dogwood certification, and in those cases, often where students have disabilities/diverse abilities, they follow an educational path of inclusive education incorporating an Individual Education Plan, often with the assistance of specialist services and the help of an educational assistant.

Whatever the situation, students who do not fit into the Dogwood Certificate path, will be accommodated at the school and will follow a path to an Evergreen Certificate. This transition is accomplished through discussions with the parents/guardians of such students, regarding their strengths and challenges, considering the recommendations from our Special Needs/Inclusive Education Teacher, and backed by psycho-educational testing and other analytical investigations by the appropriate specialists involved. In the school's history, we have had several such students, who are warmly welcomed into our community and are accommodated to the extent that our facilities and resources allow.

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 Zubel 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 0.005 mg/L as stated in the updated *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 as required, to the Ministry by
March 30th, 2019 using the “Report for Testing Lead Content in Drinking
Water of School Facilities” spreadsheet, which will be provided by the
Ministry.

Policy Status:

Board Approval: December 2016

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 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/internationaleducation/home_stay_guidelines.pdf

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 (Behaviour & Discipline)

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. (Also See: **TLA SMOKING AND USE OF VAPOUR PRODUCTS POLICY**)

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

1. 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.

INCLUSIVE EDUCATION POLICY

Traditional Learning Academy • Operational Policy Framework

Purpose

To accommodate students with diverse learning needs whose parents/guardians desire TLA as a setting for their child's education, ensuring an inclusive learning environment where all students are supported to participate, learn, and achieve their full potential.

Pertains to

Students with disabilities or diverse abilities, including intellectual, physical, sensory, emotional, or behavioural needs, learning disabilities, or exceptional gifts and talents.

Policy Details & Procedures

The classroom teacher may provide adaptations to the learning environment, instruction, or assessment methods to accommodate the diverse learning needs of a student. When such adaptations take place, parents/guardians are informed and the adaptations are documented in the student's educational record and progress reports.

If adaptations alone are not sufficient, parents/guardians will be requested to collaborate with the school and provide or seek formal assessments (e.g., from a registered psychologist, speech-language pathologist, or other qualified specialist) to identify specific learning needs and support requirements. Based on assessment findings and collaborative planning, an Individual Education Plan (IEP) will be developed by the Inclusive Education Coordinator in collaboration with the classroom teacher, school administration, parents/guardians, and, where applicable, Education Assistants (EAs) or specialized support staff.

Supplemental funding provided by the Ministry of Education and Child Care for eligible inclusive education designations will be directed toward delivering the necessary supports, services, and specialized programming outlined in the student's IEP. An Inclusive Education Budget will be established annually to allocate resources in alignment with student IEP goals. Costs for specialized supports or services that exceed available Ministry funding and school resources must be discussed and arranged in partnership with parents/guardians.

Non-funded inclusive education designations—including Mild Intellectual Disability (Category K), Gifted (Category P), Learning Disability (Category Q), and Students Requiring Support for Mental Health or Moderate Behaviour (Category R)—must be reported upon admission or assigned during a student's enrollment as needs are identified. Individual Education Plans for students in these categories are developed in accordance with Ministry guidelines and competency-based IEP

frameworks.

Ministry Designation Categories:

Category K – Mild Intellectual Disability: Supported through an adapted or modified educational program, universal design strategies, and direct instruction, working toward a BC Dogwood Diploma or a BC School Completion Certificate (Evergreen Certificate), as determined by the student's IEP team and learning goals.

Category P – Gifted: Supported through enrichment, depth, and acceleration strategies integrated into their learning plan. Any significant modification to learning outcomes will require an IEP. Early promotion or advanced coursework may be considered in exceptional circumstances where socially and academically appropriate.

Category Q – Learning Disability: Supported through targeted instructional strategies, assistive technology, classroom accommodations, specialized remedial instruction, and extended time for tasks and assessments to bridge gaps between cognitive potential and academic demonstration.

Category R – Moderate Behaviour Support / Mental Illness: Supported through positive behaviour support plans, safety plans, social-emotional learning interventions, counselling, or inter-agency collaboration to support well-being and active participation at school.

Physical, operational, and facility capacity may dictate TLA's ability to accommodate every applicant requiring specialized or intensive inclusive education services.

The classroom teacher and Inclusive Education team (including the Inclusive Education Teacher, Education Assistant, and Principal) will communicate regularly to evaluate student progress, review resource needs, and adjust support strategies. Parents/guardians are essential partners in this process and will be consulted throughout the school year.

Formal IEP review and planning meetings will occur at least twice per school year (typically in October and February). The collaborative team—comprising the classroom teacher, Inclusive Education Lead, Education Assistant, Principal, relevant specialists (e.g., Behaviour Consultants or Interventionists, where applicable), and parents/guardians—will participate in these reviews.

Policy Status

Status: Approved by Board Authority

Last Revision: Updated in Alignment with BC Ministry of Education and Child Care Framework

NOTES AND PROCEDURES

Accompanying the Inclusive Education Policy

The classroom teacher, in consultation with the Inclusive Education team (Inclusive Education Teacher, Education Assistant, and Administration), will routinely monitor student progress, review instructional accommodations,

and adjust learning goals as needed.

Formal IEP review meetings are conducted twice annually (October and February). Participants include the classroom teacher, Inclusive Education Teacher, Education Assistant, Principal, parents/guardians, and any external service providers or specialists supporting the student.

The school's Inclusive Education Program operates in full alignment with the BC Ministry of Education and Child Care policy framework set out in the Inclusive Education Policy Manual.

Ministry Guidelines on IEP Requirements

In accordance with Ministry policy, all students designated with diverse learning needs must have an IEP, unless all of the following conditions apply:

The student requires no adaptations, or only minor instructional or assessment adaptations;

The standard learning outcomes of the BC Curriculum have not been modified for the student; and

The student requires 25 hours or less of remedial or specialized instruction from a person other than the classroom teacher within a school year.

INCLUSIVE EDUCATION / STUDENT SUPPORT AGREEMENT

To accompany Entrance Application Form

Traditional Learning Academy strives to support a diverse student body within the parameters of our available facilities, staffing, and specialized resources. Applications for students with identified physical, cognitive, sensory, social-emotional, or behavioural support needs are evaluated to ensure TLA can provide a safe, effective, and supportive learning environment for the child.

Upon admission, a student requiring inclusive education supports may be placed on a conditional orientation period (up to three months) to assess whether the educational setting and resource allocations effectively meet the student's needs. At or before the conclusion of this period, a collaborative review meeting with parents/guardians and the school team will be held to review placement suitability, academic progress, and practical classroom considerations.

If previous educational history includes suspensions, expulsions, or specialized safety plans, this documentation must be disclosed during the application process to ensure proper planning and safety.

Parent / Guardian Disclosure Declaration

1. My child has been formally diagnosed with, or exhibits physical, learning, mental health, or behavioural support needs: ☐ Yes ☐ No

(If Yes, please provide details on an attached sheet along with all professional assessment reports.)

2. My child has been formally assessed and designated under one or more BC Ministry of Education categories (e.g., Mild Intellectual Disability [K], Gifted [P], Learning Disability [Q], Moderate Behaviour Support/Mental Health [R], etc.): ☐ Yes ☐ No

(If Yes, please attach all current IEPs and assessment reports.)

3. My child has been suspended or expelled from a previous school setting:

☐ Yes ☐ No

(If Yes, please provide details on an attached sheet.)

Note: If 'Yes' is indicated on any of the above questions, acceptance may be provided on a conditional basis pending review of support capacity and student needs.

2026 Update (To be incorporated):

Traditional Learning Academy (TLA) endeavours to accommodate students with disabilities and diverse abilities whose parents desire TLA as a setting for their child's education. However, current staffing and the limitations of our school facilities—as we actively work toward our accessibility goals—may mean we are unable to accommodate every student or applicant.

Student Identification & Screening

Students who require additional learning support may be identified through several channels:

School-Wide Standardized Testing: Routine screening using standardized assessment tools—such as the CTBS (Comprehensive Tests of Basic Skills) and the Gates-MacGinitie Reading Tests—helps identify students who may benefit from target interventions or further academic support.

Teacher & Parent Referrals: When a teacher or parent expresses further concerns regarding a student's academic progress or developmental needs, the Learning Resource Department is consulted.

Cognitive & Diagnostic Assessments

When standardized testing or ongoing observation indicates a need for deeper evaluation, our Learning Resource staff includes trained personnel qualified to administer formal, individual assessments:

KTEA-3 (Kaufman Test of Educational Achievement, Third Edition)

WIAT-4 (Wechsler Individual Achievement Test, Fourth Edition)

These assessment tools provide detailed cognitive and academic profiling to guide intervention planning and instructional strategies.

Program Adaptations

If a student experiences significant learning challenges at TLA, two courses of action may be taken. The classroom teacher may, with the cooperation of our inclusive education teachers and education assistants (EAs), adapt the regular program of study to meet the needs of the particular student:

- Utilizing assistive technology and hands-on learning experiences.
- Incorporating multiple uses of media and diverse communication methods.
- Adjusting workloads and simplifying reading levels.
- Allowing oral instead of written examinations.
- When adaptations take place, parents are informed, and these adjustments are noted in the student's report card.

Program Modifications & Individual Education Plans (IEPs)

If it becomes clear that adaptation alone is not sufficient to address a student's challenges, the further step of modifying subject matter may be employed, and an Individual Education Plan (IEP) will be created.

It may also be necessary to recommend that an assessment be completed by an external professional or our in-house speech-language pathologist (SLP). This will determine the existence and nature of any suspected learning profile and provide appropriate recommendations for the IEP. While TLA has a dedicated SLP on staff, where appropriate, a family may connect our learning support team with their third-party providers to work collaboratively for consistency across environments.

Transition Planning

Student Individual Education Plans will include transition plans for students in the Graduation Program.

Funding & Assessment Assistance

If there is a strong likelihood that a full psycho-educational assessment will qualify the student for Ministry provincial inclusive education funding, the school may assist with the cost of obtaining it. Should provincial funding be

awarded, it will be used directly to deliver the modified or adapted program of study to the student. Any costs for the program that exceed the funding provided by the Ministry must be covered by the parents.

Provincial funding allocations are utilized in the following ways:

- The cost of inclusive education teachers, specialized staff, and education assistants.
- The cost of specialized supplies, assistive tools, and equipment required by the student's IEP.
- Associated administrative costs.

9 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.

A teacher fulfilling the requirements of the position will be given a positive evaluative statement which will be kept by the school and a copy issued to them. 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:

Pending Board Authority Approval

HARASSMENT AND BULLYING PREVENTION 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. Harassment or 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' physical safety, social connectedness, inclusiveness, and protection from all forms of harassment and bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity, and to provide a safe, caring, and orderly school environment where students feel valued and included.

Pertains To: All students

Details:

General

At TLA students are expected to demonstrate respectful behaviour both in and out of class, towards teachers, staff, parents, and fellow students. Actions such as greeting others in the hallways, standing when a teacher enters a classroom, exhibiting fair play, and striving to imitate Christ by including those who are marginalised in the playground, are all ways that students demonstrate this respect.

Harassment or bullying is the act of repeated aggressive behaviour in order to intentionally hurt another person, physically, emotionally, or mentally. Harassment or bullying behaviour may include name calling, verbal or written abuse, exclusion from activities or social situations, physical abuse, or coercion, whether they occur at school or school related activity, or in other circumstances where engaging in the activity will have an impact on the school environment.

Harassment or bullying in schools often consists of a group of students taking advantage of, or isolating one student in particular and gaining the loyalty of bystanders who want to avoid becoming the next victim. Bullies tend to taunt and tease their targets before physically harassing or bullying them. Targets of harassment or bullying in school are often pupils who are considered strange or different by their peers. Cyber harassment or bullying, where the perpetrator assails his/her victim via the internet is an area in which school and parents must be particularly vigilant.

Warning Signs of Harassment or Bullying

Not all victims of harassment or 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 harassment or bullying that are observed or experienced firsthand, they should also be aware of the signs of harassment or bullying in the event that students are not forthcoming. A child may be a victim of harassment or bullying if he or she:

1. Is noticeably frightened or evasive when asked what is wrong.
2. Suddenly loses appetite.
3. Begins harassment or bullying or engaging in unusual aggressive behaviour 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, harassment or bullying should be considered a possibility to be investigated.

Prevention of Harassment or Bullying

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

1. Ensuring that students are aware of the behaviour expected of them at TLA.
2. Making this harassment or bullying policy available to parents, teachers, and staff.
3. Emphasizing the importance of reporting incidents of harassment or bullying, both observed and experienced, and including confidentiality as an option in making such a report.
4. Harassment or bullying prevention lessons are in place in several grades at the school. We are in the process of investigating the Red Cross Respect Program at TLA under the leadership of Mr. Cosmas McLaughlin for implementation in our school. Mr. Garry Moore incorporates Anti Bullying lessons in his Physical and Health Education High School classes. Although much of what is contained in the harassment or bullying program is already being taught in the Religious Education classes, it is intended that a school-specific anti bullying and harassment program be developed across the grades.

Dealing with Harassment or bullying

When an incident of harassment or 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 with the aim of correcting the behaviour. 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 harassment or 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 harassment or 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 harassment or bullying behaviour. In extreme cases it may be prudent to involve the police. When dealing with a situation involving alleged harassment or bullying, the student's age, maturity, and special needs, both of the victim and the bully, must be taken into account.

Protecting the Victim or the Alleged Victim from Retaliation

The school will be vigilant in protecting the victim or alleged victim of harassment or 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:

Board Authority Approved

Name of Policy Changed in Accordance with Ministry Requirement: 2020/11/16

Revisions and Updates to Policy Approved October, 2022

13

LEARNING RESOURCE POLICY

Purpose:

To set out the policy and procedures followed in determining how learning resources are chosen for use in the classroom at Traditional Learning Academy.

Pertains to:

Teachers and students of Traditional Learning Academy.

Details:**Definition:**

Learning resources are any texts, video, software, and instructional materials that teachers use in the classroom to assist students in their understanding of course content.

Policy:

All learning resources will be evaluated in advance of use, with consideration given to curriculum fit, age and developmental appropriateness, and conformity to the teachings of the Catholic Church and to the mission and purpose of Traditional Learning Academy. The evaluation and approval process will involve a minimum of two school authority representatives, one of whom is a practicing teacher with at least three years' experience, preferably in the grade level and subject area for which the resources are to be used.

The following criteria should be used in evaluating a learning resource:

- It must cover or overlap with the Ministry or BAA curriculum content.
- It must show responsible scholarship and effective instructional design.
- It must be age appropriate: neither overly simplistic nor beyond the capacity of the learner.
- It must assist students in making connections between what they learn in the classroom and its application in their lives.
- It must meet the requirements set by copyright and privacy legislation.
- It must support or be in conformity with the Catholic world view and its rich intellectual tradition.
- If not in conformity with the Catholic world view in its content, it may be presented, but only in a manner which both makes clear its departure from Catholic tradition and also enables the student to formulate a sound Catholic response.

Appeals

Any challenges to the use of a particular learning resource on the basis of

appropriateness should follow the policy for **Appeals**.

Policy Status:

 ✓ Approved by Board Authority

ANAPHYLAXIS POLICY

Purpose:

The purpose of this policy is to reduce preventable, serious reactions and deaths due to anaphylaxis and life-threatening allergies amongst our students by providing clarity to school staff, parents and students regarding their roles and responsibilities during an anaphylactic episode.

Pertains to:

Students who have been suspected or diagnosed with the potential for anaphylactic reactions due to exposure to some allergen. Anaphylaxis is a sudden and potentially fatal allergic reaction requiring immediate medical emergency measures. Symptoms of anaphylaxis can occur within minutes of exposure to an allergen. An anaphylactic reaction can involve any of the following symptoms, which may appear alone or in combination:

- ◆ Skin System – hives, swelling, itching, warmth, redness, rash.
- ◆ Respiratory System – coughing, wheezing, shortness of breath, chest pain/tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing.
- ◆ Gastrointestinal System – nausea, pain/cramps, vomiting, diarrhea.
- ◆ Cardiovascular System – pale/blue colour, weak pulse, passing out.
- ◆ Other – anxiety, melancholy, feeling of “impending doom”, headache, uterine cramps, metallic taste in mouth.

Details:

TLA recognizes that it has a duty of care to students who are at risk from severe or life-threatening allergic reactions while under school supervision. This responsibility is shared among the student, parents, school staff and health care providers (e.g. doctors, nurses, emergency medical personnel, etc.).

- ◆ Epinephrine is the first line of treatment for anaphylaxis. An Epinephrine auto injector should be given at the first sign of a known or suspected anaphylactic reaction, including in previously undiagnosed individuals. In normally healthy individuals, epinephrine will not cause harm.
- ◆ No person should be expected to be fully responsible for self-administration of an epinephrine auto-injector. A teacher or other school staff must assist a student presenting with symptoms of anaphylaxis, as described above.
- ◆ 9-1-1 or local emergency medical services should be called following administration of epinephrine, and advised that someone is having a life-threatening allergic reaction. School staff must follow instructions received from emergency medical services.
- ◆ All individuals receiving emergency epinephrine must be transported to a

hospital or medical facility immediately, by ambulance where possible for evaluation and observation.

- ◆ Additional epinephrine must be available during transport. A second dose may be administered within 5 - to 15 minutes after the first dose was given if symptoms have not improved.

NOTE: As a precaution against harm to students experiencing a drug overdose due to Fentanyl or other opiates , the school has a Naloxone Kit in the main office. There is a school purchased “Epi Pen” in the office as well, for students experiencing an anaphylactic reaction, with no “Epi Pen”.

ROLES and RESPONSIBILITIES

It is the parent's responsibility to:

- ◆ educate the allergic child about avoidance strategies;
- ◆ inform the school administrator about the child's allergies, and maintain a current Administration of Medication Plan/Emergency Procedure for the child;
- ◆ where a family physician has provided recommendations for risk reduction strategies and treatment of an anaphylactic reaction that differ from those outlined in this policy, provide the school with written instructions signed by the physician and discuss these with the child's school staff and caregivers;
- ◆ provide the school with an epinephrine auto-injector which is not expired (it is recommended that parents keep a log of expiry dates and promptly replace outdated auto-injectors); and
- ◆ promptly update school staff on any changes (e.g. diagnosis of an additional allergy, or outgrowing of an allergy, as outlined in the school application form).

It is the responsibility of the school administrator to:

- ◆ ensure that there is an anaphylaxis prevention and management plan for the school, which may include restrictions on certain food products in the school due to food allergies as well as other precautions as deemed necessary;
- ◆ communicate emergency procedures for responding to anaphylaxis to staff, and review and update these procedures on a regular basis;
- ◆ ensure that the child's parent understands that staff will be posting the child's Administration of Medication/Emergency Procedure (Plans and photos of anaphylactic children should be kept in areas accessible to staff)
- ◆ ensure that the school has readily available first-aid kits that contain spare epinephrine auto-injectors, and arrange to periodically check and replace expired doses.
- ◆ arrange for annual standardized anaphylaxis training as required, through the public health school nurse, which covers risk reduction, recognition of symptoms, and when and how to use an epinephrine auto-injector.
- ◆ ensure that auto injectors are continuously and properly stored at the school, and have not expired.
- ◆ ensure that an incident report is completed any time an epinephrine auto - injector is administered to a student at the school.

Policy Built on the Yukon Education Anaphylaxis Policy 2015

Policy Status:



Approved by Board Authority

15 SUPERVISION POLICY

Purpose:

To ensure that students are adequately supervised at school, during non-instructional times, between the hours of 8:30 AM – 3:15 PM.

Pertains to:

Teachers, Staff. and Students at TLA

Details:

School yard supervision begins at 8:30 AM and continues until the first bell rings at 8:45 AM, when students line up at the back of the school in their class groups for attendance and morning prayers. Students should not be on school grounds before 8:30 AM. Student drop-off and pick-up take place in the passenger zones on Rochester Avenue, directly in front of the school, and in the Howse Place cul-de-sac, on the west side of the school property.

During Morning Recess, which runs from 10:35 – 10:50 AM, students must go outside and parents are to ensure that their children are dressed appropriately for the weather. Students must ask for a pass from the yard duty teacher supervisor in order to enter during the recess period for emergency or washroom use. Senior students serve as prefects to assist the yard duty teacher with playground supervision, and monitoring doors.

The lunch time eating period is from 12:30 – 12:45 PM. Students eat their lunches in their home room classes under the supervision of their home room teachers. Students then proceed outside for the Lunch Recess Period which goes from 12:45 – 1:15 PM. One or two teacher supervisors are present for this outside time, with several senior student prefects to assist them.

Both Morning and Lunch Recess times will be held indoors when there is extreme weather or for other special circumstances. In these cases, the yard duty teacher patrols the hallways and senior student prefects are assigned to be inside each classroom to monitor the students.

Yard duty supervision is provided by one teacher in the school grounds after school from 3:00 – 3:15 PM, by which time parents should have picked up their students. Parents are made aware that no outside supervision is provided after 3:15 PM. Arrangements for before and after school care is the responsibility of parents.

Policy Status:

 ✓ Approved by Board Authority

16 FIELD TRIP POLICY

Purpose:

To ensure that field trips offered to students at Traditional Learning Academy are properly organized and safe for all who participate.

Pertains to:

Teachers and parents of students who will participate in a field trip.

Details:

Field trips fall into three categories: cultural, curricular, and recreational. Cultural trips include trips to events such as the symphony. Curricular trips will be arranged at each grade level to sites that are considered appropriate for their instructional needs, and may be two or three in number each year. Recreational trips include sessions at the gym, skating rink, swimming pool, outdoor education/camping, or trips to a park. Classes may attend individually, or by section (primary, etc.), or even the whole school. Field trips are planned by teachers, and must be approved by the school administration before they are sent home for parent approval. Most field trips are considered part of the educational program for the students, even though parents can elect not to grant permission. If approval by the parents is not received, the student must still attend school and will be given an alternate activity; it is not a “day-off” for any student not able/wanting to attend the field trip.

Transportation for students on field trips is provided by parent volunteers, public transit and/or a school bus. Parents who volunteer for trips involving long distances (skiing, etc.), should be compensated for vehicle expenses; volunteer parents who attend events where there is an admission charge will have their entry fee paid by the school. Students who cannot pay the required fee for field trips are not to be denied the opportunity to attend; the school will cover the cost where the need is genuine.

- ◆ Bus Evacuation Drills are scheduled to train students and staff in the event of a school bus emergency. This is to be carried out in cooperation with Academia Bus Company Ltd., Mr. Bill O’Brien, owner and operator, in an all-school training session – the first of which is scheduled to take place in early December of 2022.

Field trips may be considered, “walking”, “day”, or “overnight”.

Walking Field Trips:

Each class or group of students will be accompanied by their teacher. Parents are aware that this type of off-campus activity takes place and no permission slip is necessary in order for the students to participate. The teacher is aware of any medical alert situations of the students in his/her care. Pertinent medication kept at the school will be taken along by the teacher. Trips in this category have included: processions to Our Lady of Lourdes Church, Our lady of Fatima Church, art classes to neighbourhood spots, and PE running classes.

Day Field Trips:

This classification of field trip requires a parent permission form and usually involves parent drivers or a school bus. One teacher is present for every 20 students, and also a minimum of one accompanying parent to assist with supervision. The teacher is aware of any medical alert situations of the students in his/her care. Pertinent medication kept at the school will be taken along by the teacher, as well as emergency contact numbers and medical numbers. Depending on the nature of the trip, a school first aid kit may be taken. Trips in this category have included the St. Roche, the Ecology Centre, Maplewood Farm, snow tubing/skiing/snowboarding, sailing, etc.

Overnight Trips

These trips require a parent permission form and may involve parent drivers, or commercial transportation. A minimum of one teacher is present for the duration of the trip, and the group is assisted by several adult chaperones to make the student : adult ratio, a maximum of 10:1. The teacher and accompanying adults are aware of any medical alert situations of the students in his/her/their care. Pertinent medication kept at the school will be taken along by the teacher, as well as emergency contact numbers and medical numbers. A school first aid kit will accompany the group. Trips out of country will involve a more detailed parent consent form, and require additional medical coverage for the students. Trips in this category have included the Chartres Pilgrimage and tour of France, the Southern California Trip, Outdoor Recreation trips to Whistler, Princeton, and Manning Park.

Emergency Communication Protocol:

Should an emergency occur during a school trip, the supervising teachers and adults will observe the following procedure in this order, when possible:

- 1 - Emergency treatment should be administered as appropriate. Emergency personnel will be notified. (First aid attendant and or 911 Medical Response team, 911 Police team, Search and Rescue, etc.)
- 2 - The remaining trip teachers/supervisors will be notified.
- 3 - The school principal will be contacted, who will then notify the parents and or

guardians.

These three steps should be completed as efficiently as the emergency allows.

Trip supervisors must not speak with the media regarding such emergencies; these will be addressed by the school administration.

Team Teacher/Supervisors will have appropriate communication devices available to make emergency communications, as well as having the emergency contact numbers at hand.

Notes and Procedures:

- The number of non-staff supervisors is left to the discretion of the teacher. Too few can make it difficult to keep control over the students; whereas, too many can be detrimental to the tone of the trip.

Policy Status:

_____✓_____ Approved by Board Authority

EMERGENCY DRILLS POLICY

Purpose:

This policy is to ensure that Emergency Drills are carried out at Traditional Learning Academy on a regular basis.

Pertains to:

All individuals working or studying in the school

Details:

Traditional Learning Academy will carry out emergency drills during days when the school is in session, to allow those present in the school to act in a manner conducive to the safety of staff and students during emergency situations. Drills are coordinated by the principal and the school staff.

Emergencies covered in this policy fall into three categories: Fire, Earthquake, and Lock Downs as a result of dangers present in the Neighbourhood, in the School Grounds, and in the School building itself.

Fire Drills are recommended to be held 6 times per year.

The first of these drills will be announced, date and time, and teachers are responsible for preparing classes for the routines involved, according to the Fire Drill procedure outlined on the classroom posters in each room.

The second Fire Drill will take place on a date which is announced, but without the time.

Subsequent drills will be unannounced.

Earthquake Drills are recommended to be held 3 times per year. The first will be in conjunction with the province-wide, Shake Out BC drill.

Lock Down Drills are recommended to be held 2 times per year.

Teachers shall be given a copy of the Fire and Earthquake Exit Drills and shall be responsible for instructing the students in their home room classes of the approved drill procedure. Teachers should make provision for the special care of any student who may be physically or mentally incapable of proceeding to the exits.

A teacher, on leaving his class unattended for any reason, shall notify the person in charge of the nearest classroom, who will, in the event of a fire or earthquake alarm, take charge of the unattended class in addition to his own.

A teacher may appoint one or more competent students from the class to act as monitors to see that no students remain in the classroom. In the event of a fire drill these monitors will close the windows, turn off the lights, close the doors and be the last in the line.

Policy Status:

04/03/2019

Approved by Board Authority

18
APPEALS POLICY

Purpose:

To outline the manner of appealing any action or decision made by the school

Pertains to:

Students, Staff, Parents/Guardians

Details:

In the case where an individual wishes to appeal some action taken by the school, he or she will follow these steps:

- First, the individual will contact the staff member directly involved in the issue. The individual will be given an opportunity to explain the issue from his/her perspective. When the issue is significantly serious, (e.g., expulsion or suspension, vs less serious, e.g., the denial of some minor expense request, or minor uniform infraction consequence) documentation should be made by the staff member.
- Second, should the issue not be resolved at the first level, then the individual will bring it to the attention of the vice principal, or principal for his or her consideration.
- Third, should the issue not be resolved at the second level then the individual will bring it to the attention of the Board of Directors of the Traditional Learning Society of BC, the supervising body of TLA. At this stage the issue will be presented in written form. At this level, too, it may be beneficial and prudent to seek out an impartial person or group of people to provide guidance in bringing the issue to resolution.
- Fourth, should the situation not be resolved at the third level then the individual will bring the situation to the FISA ombudsman provided for this purpose, again in written form.
- Individuals making appeals 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 appeals 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:

- ▶ Persons being approached with an appeal must never prejudge the evidence of the particular circumstances of the individual issue, or give the appearance (e.g., in public statements) of having done so, even if they have strong convictions about it.
- ▶ When selecting persons to hear a case or an appeal of a decision, the Board of Directors 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 with a staff member who is closely involved in the incident.

- ▶ If a person (e.g., principal, staff member or Board 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.

Serious cases call for especially careful observance of all elements of procedural fairness and a full hearing involving the following appropriate procedural protections:

- ▶ an impartial (unbiased) decision-maker
- ▶ providing an opportunity for the individual to prepare a response
- ▶ a hearing at which the individual has an opportunity to present reasons why the action or decision is inappropriate.
- ▶ the opportunity for the individual to present witnesses
- ▶ a fair and unbiased decision based upon the evidence presented
- ▶ a timely decision with written reasons.

In a particular case an individual may request to be represented by legal counsel at a 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.

Policy Status:

Board Authority Approved

GRADUATION POLICY: CREDIT EARNING OPTIONS

Purpose: Under conditions prescribed below, a student who is currently enrolled at Traditional Learning Academy, has not already completed the course or its equivalent learning outcomes through previous enrolment and is not currently registered in the course, may receive course credits towards graduation or other learning through:

- Equivalency
- External Credentials
- Independent Directed Studies
- Challenge
- Post-Secondary
- Board Authority Authorized (BAA) Courses

This policy is developed in accord with the Handbook of Procedures for the Graduation Program:

http://www.bced.gov.bc.ca/exams/handbook/handbook_of_procedures.pdf

Pertains To: Students in Grades 10 - 12 who wish to receive additional credits towards graduation

Details:

EQUIVALENCY

- Courses taught outside the BC school system that substantially match the learning of Ministry-Developed, Ministry Approved Language Template or BAA Grade 10, 11 or 12 courses are eligible for credit through equivalency. For example, a student who completes a course in Alberta may receive credit for a comparable course in BC through equivalency.

EXTERNAL CREDENTIALS

- The Ministry authorizes certain courses or credentials for credit toward graduation that are developed outside the Ministry and taken by British Columbia students.
- The content standards do not necessarily match Ministry-Developed learning outcomes.
- The performance standards match or exceed those of Ministry-Developed Grade 10, 11 or 12 courses. Example: A student is entitled to receive two credits for completing an ICBC-Approved Driver Education course.

INDEPENDENT DIRECTED STUDIES (IDS)

- Under the supervision of a teacher, students may initiate, develop and complete their own areas of learning based on the learning outcomes of Ministry-Developed, Ministry-Approved Language Template or Board/Authority Authorized Grade 10, 11 or 12 courses.
- Students may pursue learning outcomes, including or beyond those normally taught

in the classroom, for 1, 2, 3 or 4 credits. One credit is earned for approximately 30 hours of study.

- The policy also allows TLA to recognize learning for a course that a student may not have completed. Example: Credit may be granted for IDS History 12 for an in-depth study of World War II.

POST-SECONDARY COURSES

- Students are entitled to receive “dual credit” for post-secondary courses that lead to a credential from a post-secondary institution. “Dual credit” means a student earns both graduation credit and credit at a post-secondary institution.
- Courses for which credit may be earned are listed in the BCCAT Transfer Guide, CTC Agreements and BC Public Post-Secondary Calendars. Example: Credit may be granted for a Gas Metal and Arc Welding course taught at a college.

BOARD/AUTHORITY AUTHORIZED (BAA) COURSES

- Courses are developed and offered at the district/ authority level.
- There is no limit to the number of BAA courses that may count toward elective credits needed for graduation.
- BAA courses may count for a maximum of 12 of the 16 required Grade 12 credits. Example: Credit may be granted for BAA Psychology 12

CHALLENGE

- Students are entitled to receive credit for undocumented prior learning for Ministry-Developed, Ministry-Approved Language Template or Board/Authority Authorized Grade 10, 11 or 12 courses.
- The school assess the relevant knowledge and skills students have gained elsewhere through a challenge assessment process. Example: Credit may be granted for Japanese 10, 11 and 12 through a challenge process, if prior learning has not been documented.

Policy Status:

This policy is subject to the new Curricular Requirements provided by the Ministry for implementation in 2018.

January 7, 2017

Approved by Board Authority

Notes and Procedures to accompany the Graduation Policy: Credit Earning Options

The Challenge Process

Once the school authorities have determined that the student meets the conditions for challenge, he or she may then begin the challenge process. The process of challenge will normally involve a period of independent study and/or review of the subject to be challenged as recommended by the subject specialist, followed by a comprehensive examination covering all of the learning outcomes specified in the Ministry IRP or the Board/Authority Authorized course outline.

In order to receive credit for a course that does not have a required Provincial Exam, the student must obtain at least a C- (50% minimum) grade/score in the challenge course assessment. For those courses that do have a required Provincial Exam, the student must obtain a final mark of C- (50% minimum) based on the combination of the challenge course assessment mark and the Provincial Exam mark.

Students may challenge a given course only once. They are, however, eligible to take the course later if the challenge was unsuccessful. Students who have previously failed a course in which they were registered at the school may write the challenge exam at a later date, provided they show solid evidence that they have worked on that course in the interim and that the learning outcomes have been met.

Students desiring to challenge courses for which the school retains no subject specialist, should do so through the school district.

An administration fee of \$25.00 is levied for each course challenged.

20. PERSONAL INFORMATION PRIVACY POLICY

FOR PARENTS, STUDENTS, & STAFF

Board Approval: School Year 2012 - 2013

Modified 2019 & 2022

Table of Contents

The School's Commitment to You	3
Ten Privacy Principles	3
Definitions	3
Principle 1 - Accountability	3
Principle 2 - Identifying Purpose	4
Principle 3 - Consent	4
Principle 4 - Limiting Collection	5
Principle 5 - Use, Disclosure and Retention	5
Principle 6 - Accuracy	6
Principle 7 - Safeguarding Personal Information	7
Principle 8 - Openness	7
Principle 9 - Individual Access	7
Principle 10 - Complaint Process	8
Administrative/Teaching/and Office Staff Acknowledgement	10
Staff Addendum	8
Appendices	11

Traditional Learning Academy

PERSONAL INFORMATION PRIVACY POLICY FOR PARENTS AND STUDENTS (See Staff Addendum at end)

The School's Commitment to You

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

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

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

Ten Privacy Principles

<https://www2.gov.bc.ca/gov/content/governments/services-for-government/information-management-technology/privacy/training/principles>

Ten Privacy Principles

Identify purpose

Limit collection

Get consent

Limit use, disclosure and retention

Reasonable security

Be accountable

Be open and transparent

Ensure accuracy

Right of access and correction

Provide recourse

As part of Traditional Learning Academy'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 Traditional Learning Academy's compliance with the principles.

Definitions

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

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

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

"Student" means a prospective, current, or past student of Traditional Learning Academy.

Principle 1 – Accountability

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

You may contact our Privacy Officer as follows:

Traditional Learning Academy	
Attention:	Mr. Martin Dale, Principal
Address:	1189 Rochester Avenue, Coquitlam, BC
Phone:	604-931-7265
Fax:	604-931-3432
Email:	tlapincipal@traditionallearning.com

Principle 2 – Identifying Purposes

Traditional Learning Academy 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?

Traditional Learning Academy collects and uses personal information to provide students with the best possible educational services enunciated by the Mission statement of the school. Most of the information the school collects comes to the school directly from parents and students or is information regarding the student's school activities, performance or behaviour, such as attendance records or grades. For example, when a student applies to register in the school, the school will ask you to provide the information that enables it to complete the registration process. This also includes information on academic, health, religious, and personal matters needed by the school to provide the best possible education and co-curricular programs. Traditional Learning Academy also collects information in connection with the use of its computer systems.

Principle 3 – Consent

Traditional Learning Academy 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, Traditional Learning Academy will take into account both the sensitivity of the personal information and the purposes for which Traditional Learning Academy will use the information. Consent may be express, implied (including through use of "opt-out" consent where appropriate), or deemed. For example, if an individual provides his/her mailing address and requests information regarding a particular service, consent to use the address to provide the requested information may be implied.

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

If a person provides Traditional Learning Academy 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 Traditional Learning Academy to collect, use and disclose such personal information for the purposes set forth in this Personal Information Privacy Policy.

Principle 4 – Limiting Collection

Traditional Learning Academy will limit the personal information collected to that information necessary for the purposes identified by the school.

Principle 5 – Use, Disclosure and Retention

Traditional Learning Academy 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?

Traditional Learning Academy 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, religious, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services.

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

Traditional Learning Academy 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?

Traditional Learning Academy 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 Traditional Learning Academy may disclose personal information.

When Authorized by You

- Other educational institutions routinely contact the school for personal information about students. For example, if a student moves to another school, college or university, student records are requested by the enrolling institution. Your permission to pass on these records is usually obtained when the student is registered and you authorize the school to disclose such information to other appropriate educational institutions for the ongoing education of the student.
- Contact information may be used to enable the school to provide the para-educational and administrative services usually operated by the school. These services include phoning committees, participation groups, parent meetings, fundraising, events, annual general meetings, etc.

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

When Required by Law

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

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

When Permitted by Law

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

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

Outside Service Suppliers

At Traditional Learning Academy, the school sometimes contacts outside organizations to perform specialized services such as printing, student assessments, market research or data processing. Suppliers of specialized services are given only the information necessary to perform those services, and Traditional Learning Academy takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

Restricting Sharing Information

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

How Long Is Personal Information Retained?

Personal information outside of the PSR (Permanent Student Record) will only be retained for one year beyond 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

Traditional Learning Academy will take appropriate steps to ensure that personal information collected by Traditional Learning Academy 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 Traditional Learning Academy, request that Traditional Learning Academy correct an error or omission in any personal information that is under Traditional Learning Academy's control and Traditional Learning Academy 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

Traditional Learning Academy will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

The School's Employees

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

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

Student Files

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

Electronic Security

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

Principle 8 – Openness

Traditional Learning Academy will make information available to individuals concerning the policies and practices that apply to the management of personal information.

Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officer of Traditional Learning Academy.

Principle 9 – Individual Access

Traditional Learning Academy 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

This portion of the policy is under review.

Principle 10 – Complaint Process

Individuals may question compliance with the above principles.

Questions, Concerns and Complaints

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

2. Release and Storage of Parent Personal Information

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

Signature: _____ Name: Mr. Martin Dale Title: Principal Phone: 604-931-7265

Role of the Privacy Officer

The Privacy Officer will ensure that school employees follow PIPA's rules and will serve as the contact person with respect to questions, access request, and complaints.

Staff Addendum to Privacy Policy

Traditional Learning Academy acknowledges that there will be no disclosure of personal information pertaining to any staff member to unauthorized personnel or third parties who are not on the Board of Directors of the TLS of BC, or directly involved in school management. **Staff information will be treated with the same discretion accorded to student and family information and to the Ten Privacy Principles, which essentially come down to the need and the right to know.**

Procedures for the Sharing of Information Regarding the Delivery of Health, Social, and other Support Services

The school will:

a) obtain written, dated and signed parental consent for the collection, use, and disclosure of psychiatric reports and family assessments;

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

c) disclose or transfer sensitive records only according to law.

d) handle records of reports under section 14 of the Child, Family and Community Service Act, according to the following instructions (From the note in Part II, Section B of the Student Records Requirements and Best Practice Guidelines for Independent Schools, June, 2012):

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

Administrative/Teaching/and Office Staff Acknowledgement *This is to certify that the staff involved in student documentation have read, and are familiar with the current document regarding TLA's privacy policy.*

Name	Position
Maria Eskut	Teacher
Aussant, Louise	Teaching Assistant & Librarian
Biros, Miriam	Teacher
Brogan, Kyle	P/T Educational Assistant
Caan, Rina	School Secretary
Dale, Martin	School Principal
De Vita, Ed	Teacher/Vice Principal
Fawcus, Helene	Teacher
Godenir, Steven	Teacher
Goody, Elizabeth	Teacher
Joyce, Lynn	Teacher
McLaughlin, Cosmas	Teacher
Moore, Garry	Teacher
Morales, Noemi	Teacher
Smith, Andrea	Teacher
Varszegi, Attila	Teacher
Worthington, Gladys	Book Keeper/EA
Natalie Caan	Teacher
Alec Gloanec	Teacher
Barbara Deacon	Teacher

APPENDICES To Privacy Policy

Possible Addition to Application form: Personal Information Consent Form

1. I consent to having Traditional Learning Academy collect personal information that may include student identification information, birth certificate, legal guardianship, court orders if applicable, parents' work numbers and e mail address, behavioural, academic and health information, most recent report card, emergency contact name and number, doctor's name and number, health insurance number and any similar information which is required/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 Traditional Learning Academy (1) for the purpose of establishing, maintaining, and terminating the student's or parent's relationship with Traditional Learning Academy, (2) for additional purposes identified when or before personal information is collected, and (3) as otherwise provided in Traditional Learning Academy'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 Traditional Learning Academy.

This information is required in order to register your child at this school and assist the school authority in making an informed decision as to your child's suitability and appropriate placement in the school. It will also allow the school to respond immediately to an emergency. For more information, the privacy officer for Traditional Learning Academy is principal Mr. Martin Dale, who may be reached at 604-931-7265.

Signature: _____ Date: _____

2. I consent to having photographs and work samples of my child(ren) used by Traditional Learning Academy in the yearbook, newsletters and other promotional material.

Signature: _____ Date: _____

3. The school may prepare a family phone list (car pool list, class list, etc.) for a family phone directory. If you DO NOT want your phone number and address included, please indicate:

☐ YES

☐ NO

Signature: _____

Parent Driver Information

1. I acknowledge that my vehicle insurance information and driving record are required by the school to protect against third party liability claims in case of an accident, should I use my vehicle to drive for the school. I understand that this information will only be released in the event of an accident.

Signature: _____ Date: _____

[NOTE: After reviewing their obligations under BC's Personal Information Protection Act, (PIPA) schools should consider adopting a policy (or revising their existing policy) regarding access by students to their own personal information.]

21. Child Abuse and Neglect Policy

1. Preamble
2. Purpose
3. Guiding Principles
4. Procedures on Reporting Child Abuse and/or Neglect Involving Parents or Parental Failure to Protect a Child
5. Procedures Where Allegations of Child Abuse are Made Against Independent School Staff, Volunteers, Contract Service Providers or Others in the School
6. Duty to Report Professional Misconduct
7. Protocols on Relationships with Partner Agencies
8. Staff Training and Review
9. Quick Reference on Abuse Indicators

Appendix A: Contact information for Partner Agencies with Respect to Child Abuse

Appendix B: Frequently Asked Questions:

- 1) What is Child Abuse and what are possible indicators?
- 2) Under what conditions is there a duty to report?
- 3) What should be reported?

Appendix C: Legislation and Government Protocols

Appendix D: Glossary/Definitions

1. Preamble

Traditional Learning Academy is committed to the prevention of child abuse and the enhancement of the well-being and safety of the students entrusted to its care. This commitment is made first and foremost as an ethical and legal responsibility, but is also recognized as a response to government and societal expectations for the well-being and safety of students.

2. Purpose

The purpose of this policy is to provide specific guidance to the employees of Traditional Learning Academy in fulfilling the commitment to assist in child abuse prevention and in providing reporting protocols if child abuse is suspected or known to have occurred.

Traditional Learning Academy may add, modify, or remove portions of this Child Abuse and Neglect Policy for Employees when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. The most recent update of this Child Abuse Prevention Policy for Employees can be found in the Policy Manual of Traditional Learning Academy or is available from the administration.

3. Guiding Principles

The following guiding principles are provided to inform all parties serving children and families.

- The safety and well-being of children 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.

4. Procedures on Reporting Child Abuse and/or Neglect Involving Parents or Parental Failure to Protect a Child

The following protocol will be used when dealing with a suspected case of child abuse:

- a) The school principal is designated as the "Appointed School Official" (ASO), and the vice principal is designated as the "Alternate Appointed School Official" (AASO) who will assume the role of the ASO, when the ASO is not available. All staff and volunteer personnel will be informed if a person other than the principal has been named as the "Appointed School Official", or if a person other than the vice principal has been named as the "Alternate Appointed School Official".
- b) Any school personnel who suspect or have information that a child is being abused or at risk of being abused, must promptly contact the Ministry of Children and Family Development (MCFD) or the Aboriginal Child and Family Services Agency (See Appendix A for contact information) AND the Appointed School Official. If the Appointed School Official is the alleged abuser, then school personnel, after reporting to the previously mentioned agencies, will report to the Superintendent, head, or chairperson of the Board of Directors governing the school. It is the legal duty of all persons who have concerns that a child is being or is likely to be abused or neglected to report to the appropriate authorities, who will assess the report and, if appropriate, conduct an investigation. (CFCSA Section 13)
- c) 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, 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 (See Appendix A for contact information).

d) The police must be contacted immediately if the child is in any immediate danger.

e) 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.

f) School personnel will cooperate fully with any resulting investigation, including assisting with the interviews of children and staff as necessary.

g) The school will protect personal information regarding the investigation, including the reporter’s identity, against improper or unauthorized disclosure or use. School personnel should not share information with outside agencies about child abuse investigations, particularly if the police are involved.

h) The Appointed School Official will ensure that the school environment is safe during any investigation.

i) School personnel will support students who are victims of child abuse or neglect.

5. Procedures Where Allegations of Child Abuse are Made Against Independent School Staff, Volunteers, Contract Service Providers or Others in the School

According to the MCFD handbook, “The BC Handbook for Action on Child Abuse and Neglect – For Service Providers”, p 13, “As a service provider, your role is to be aware of, and alert to, signs of child abuse or neglect. If you have reason to suspect that a child or youth has been, or is likely to be, at risk for abuse or neglect, you have a duty to report your concern to a child welfare worker. If the child or youth is in immediate danger, call police first..” It is the legal responsibility of school officials and employees to provide a safe learning environment for students..

a. Independent School officials have the primary responsibility for dealing with allegations of child abuse involving independent school employees, volunteers, contract service providers, or others on independent school property or supervising an independent school activity outside of the school.

i. Staff Member

Where there are allegations of child abuse by a school staff member, the principal or ASO is

responsible to investigate the allegations and report the matter to a Child Welfare Worker if

there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. The principal has the authority under the Independent School Act (ISA), Section

7 (2) (b) to suspend a school staff member whose presence threatens the safety and welfare of students.

ii. Volunteer

Where there are allegations of child abuse by a volunteer, the principal or ASO is responsible to investigate the allegations and report the matter to a Child Welfare Worker if

there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. The School Authority has the authority to issue a “No Trespass Order” prohibiting attendance at school by a volunteer whose presence threatens the safety and welfare of students.

iii. Contract Workers and Other Persons

Where there are allegations of child abuse by a contract worker or other person at school or

at an independent school activity outside of the school, the principal or ASO is responsible

to investigate the allegations and report the matter to a Child Welfare Worker if there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed.

The

School Authority has the authority to issue a “No Trespass Order” prohibiting from attending at the school a contract worker or other person whose presence threatens the safety and welfare of students.

School personnel, who are uncertain about their duty to report, are encouraged to consult with a child welfare worker who can discuss the options and appropriate course of action (See Appendix A for contact information).

b. School personnel who have reason to believe that another employee, volunteer, contract service provider or other person on school property or supervising an independent school activity outside of the school has abused a student, must report the incident or information to the school principal or Appointed School Official. It is the responsibility of the principal or ASO to investigate the allegations and, in collaboration with the school personnel, determine what action is required.

c. Parents of children alleged to have been abused in the school setting must be informed by the principal or Appointed School Official 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.

d. In addition to the authority provided in the Independent School Act (ISA, (School ABC) has the following policy(s) dealing with professional misconduct of employees: (Cite the policy(s) by the independent school or association)

e. Where there are allegations of child abuse by a staff member, volunteer, contract service provider or other persons, the School Authority has the authority to issue a “No Trespass Order” prohibiting the volunteer’s attendance at school. The order, provided orally or in writing, to the volunteer, contracted service provider or other person, and copied to the police, must

specify the date of issue, the reason for the order and the termination date of the order (Such orders may be re-issued on an annual basis if required). This authority is provided under the Trespass Act, s. 4 (1), (b)©

Reporting to the Police

f. Not every incident that might constitute an offense if proven will warrant police involvement. School

officials are expected to exercise judgment. Where there is reason to believe that the alleged child abuse by employees, volunteers, contract service providers or other persons may constitute a criminal offence warranting police involvement, the school official should consult with the police regarding the matter.

Reporting to a Child Welfare Worker

g. Although the primary responsibility for dealing with abuse allegations involving independent school staff, volunteers or contract workers, rests with an independent school official, there may still be a need to report to a Child Welfare Worker. Where there is reason to believe that abuse or neglect has taken place outside the scope of the independent school investigation and the parent is unwilling or unable to protect the child, or there is reason to believe that the parent is unwilling or unable to protect the child with respect to the abuse that is the subject of the independent school investigation, a school official must report this to a Child Welfare Worker in accordance with the Child, Family and Community Service Act (CFCSA).

6. Duty to Report Professional Misconduct

An authorized person (certificate holder or a person who holds a letter of permission), must promptly

provide the commissioner a written and signed report if the authorized person has reason to believe that another authorized person has engaged in conduct that involves sexual abuse or sexual exploitation of a student (Teachers Act, s 38 (1)(b). If a principal suspends, dismisses or disciplines an authorized person for misconduct that involves physical harm to a student or minor, or significant emotional harm to a student or minor, the principal must without delay send to the commissioner a report regarding the suspension, dismissal or disciplinary action (ISA s.7.2). If an authority suspends, dismisses or disciplines an authorized person, the authority must without delay notify the principal who must without delay report the matter to the commissioner (ISA s. 7.3)

.

7. Protocols on Relationships with Partner Agencies

The school will obtain the names and contact information of local agencies that will provide assistance when dealing with child abuse and/or neglect. (Agencies and contact information are provided in Appendix A.) The 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. Employees should become familiar with these protocols as outlined in Appendix A. 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.

8. Staff Training and Review

The Appointed School Official 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. (Specific information on child abuse and/or neglect is included under Appendix B.) The authority/school will train school personnel on how to respond when concerns about child abuse and/or neglect arise. This information is available in The BC Handbook for Action on Child Abuse and Neglect. The authority/school will annually review with school personnel the information on different types of child abuse, recognizing child abuse and/or neglect and types of disclosures that abused children may provide. This information is available in The BC Handbook for Action on Child Abuse and Neglect.

The particular details of the annual training provided by the school will be found in the TLA administration's Staff Meeting /Pro D Day Files.

9. QUICK REFERENCE ON ABUSE INDICATORS

POSSIBLE INDICATORS OF CHILD ABUSE AND/OR NEGLECT

- Unexplained bruises, different coloured bruises, welts, cuts, burns, bite marks especially on the face, lower back, thighs or upper arms
- Unexplained fractures, repeated injuries over time
- Constant complaints such as sore throats or stomach aches that have no medical explanation
- Lack of proper hygiene, constant hunger, clothing inappropriate for weather conditions
- Irritation, bruising, bleeding, pain or itching near genitals or anus
- Bruises on breasts, buttocks, or thighs
- Sudden onset of nightmares, bedwetting, and/or fear of the dark
- Cuts or sores on arms or legs
- Self harming behaviours
- Fear of going home, attempts to run away
- Sudden change in attitude towards someone previously liked and trusted
- Expressing bizarre, sophisticated or unusual sexual knowledge not typical for age, language or play
- Becoming anxious and fearful after being outgoing and friendly
- Expressing sadness, crying frequently, becoming depressed
- Lacking friends or not participating in activities
- Irregular or non-attendance at school

Appendix A

Contact Information for Partner Agencies with Respect to Child Abuse

In the event of suspected child abuse and/or neglect, the individual learning of or suspecting abuse and/or neglect will contact one or more of the following agencies: Ministry of Children and Family Development (MCFD), the Delegated Aboriginal Child and Family Services Agencies, the Police if the child is in immediate danger and/or when a criminal offense is suspected. In a case where the disclosure suggests that the child is in immediate danger, the child is kept at the school until the police arrive. If a child is in immediate danger, or if a criminal offense has occurred, is occurring, or is likely to occur, call the police. Make a report to the child welfare worker at MCFD after you have called the police.

If the child is not in immediate danger, but you have reason to believe that he or she has been or is likely to be abused or neglected, call a local child welfare worker at MCFD. Contact information is listed below. If it is after hours and you are not sure whom to call, phone the Helpline for Children toll free at 310-1234 (no area code) any time of day or night from anywhere in BC.

Appointed School Official for Traditional Learning Academy: Mr. Martin Dale, Principal
(Second School Official for TLA: Mr. Edward De Vita, Vice Principal)

School Office: 604-931-7265

Principal's Office: 604-931-3421

Dale Email Addresses: tlapincipal@traditionallearning.com and mdale@cisva.bc.ca

De Vita Email Address: e.devita@traditionallearning.com

1. To report a case of suspected abuse and neglect to the Ministry of Children and Family Development, please call the following number(s):

- MCFD Coquitlam District office: 604-927-2616
- Toll-free Any Community of BC: 1-800-663-9122
- Vancouver Aboriginal Child and Family Services: 604-872-6723
- Coquitlam Detachment of the RCMP Non Emergency: 604-945-1550
- RCMP Emergency: 911
- Or anytime from anywhere, toll free – 310-1234 (No area code)

Appendix B

Frequently Asked Questions

1. WHAT IS CHILD ABUSE AND WHAT ARE THE POSSIBLE INDICATORS OF CHILD ABUSE AND/OR NEGLECT?

Child abuse and/or neglect occurs with alarming frequency. As public awareness of the subject has grown, so has the number of reported and confirmed cases. The following definitions and possible indicators of abuse are adapted from The BC Handbook for Action on Child Abuse and Neglect - For Service Providers.

PHYSICAL ABUSE

Physical abuse is a deliberate physical assault or action by a person that results in, or is likely to result in, physical harm to a child. It includes the use of unreasonable force to discipline a child or prevent a child from harming him/herself or others. The injuries sustained by the child may vary in severity and range from minor bruising, burns, welts or bite marks to major fractures of the bones or skull, to, in the most extreme cases, death.

POSSIBLE INDICATORS OF PHYSICAL ABUSE

Physical Indicators

- any injury to an infant who is not yet mobile, especially head/facial injuries
- injuries to a toddler or older child for which there is no explanation, the explanation does not fit with the injuries, or the story keeps changing
- injuries at different stages of healing
- injuries that have a pattern or look like they may have been caused by an object (hand, stick, buckle, stove element)
- bruising in unusual places such as ears, trunk, neck or buttocks

Behavioural Indicators

- afraid or reluctant to go home, or runs away
- shows unusual aggression, rages or tantrums
- flinches when touched
- has changes in school performance and attendance
- withdraws from family, friends and activities previously enjoyed
- poor self-esteem (e.g. describes self as bad, feels punishment is deserved, is very withdrawn)
- suicidal thoughts or self-destructive behaviour (e.g. self-mutilation, suicide attempt, extreme risk-taking behaviour)

SEXUAL ABUSE

Sexual abuse occurs when a child or youth is used (or likely to be used) for the sexual gratification of another person. It includes:

- touching or invitation to touch for sexual purposes
- intercourse (vaginal, oral, or anal)
- menacing or threatening sexual acts, obscene gestures, obscene communications or stalking
- sexual references to the child's body/behaviour by words/gestures
- requests that the child expose their body for sexual purposes
- deliberate exposure of the child to sexual activity or material
- sexual aspects of organized or ritual abuse

SEXUAL EXPLOITATION

Sexual exploitation is a form of sexual abuse that occurs when a child or youth engages in a sexual activity, usually through manipulation or coercion, in exchange for money, drugs, food, shelter or other considerations. Sexual activity includes:

- performing sexual acts
- sexually explicit activity for entertainment
- involvement with escort or massage parlour services
- appearing in pornographic images

Children and youth living on the street are particularly vulnerable to exploitation. Children and youth in the sex trade are not prostitutes or criminals. They are victims of abuse.

POSSIBLE INDICATORS OF SEXUAL ABUSE AND EXPLOITATION

Physical Indicators

- unexplained or persistent pain, bleeding or unusual discharge in the genital or anal area
- pregnancy
- sexually transmitted diseases

Behavioural Indicators

- engages in age-inappropriate sexual play or exhibits age-inappropriate sexual knowledge (e.g. through drawing or play)
- forces or coerces another child to engage in sexual play
- inserts objects into vagina or rectum
- directs sexually intrusive behaviour to adults
- has unexplained gifts, new clothes or money
- has changes in school performance and attendance
- is secretive about "new" friends, activities, phone calls or internet use
- has unexplained developmental setbacks (e.g. was toilet trained but reverts back)
- is involved in sexually exploitive activities, such as performing sex acts for money
- is involved in behaviours such as misuse of drug or alcohol, stealing, fire-setting
- flinches when touched

EMOTIONAL HARM/ABUSE

When emotional abuse is chronic and persistent, it can result in emotional harm to the child. Under the Child, Family and Community Service Act, a child is defined as emotionally harmed if they demonstrate severe:

- anxiety
- depression
- withdrawal
- self-destructive or aggressive behaviour

Reason to believe that a child or youth needs protection from being emotionally harmed may

arise due to emotional abuse from a parent. This may range from the parent ignoring to habitually humiliating the child or youth to withholding life-sustaining nurturing. Emotional abuse may occur separately from, or along with, other forms of abuse and neglect. Emotional abuse can include a pattern of:

- Scapegoating
- Rejection
- Verbal attacks on the child
- Threats
- Insults
- Humiliation

POSSIBLE INDICATORS OF EMOTIONAL ABUSE

Physical Indicators

- bed-wetting and/or frequent diarrhea
- frequent psychosomatic complaints, headaches, nausea, abdominal pains

Behavioural Indicators

- mental or emotional development lags
- isolated and has no friends or complains of social isolation
- behaviours inappropriate for age
- fear of failure, overly high standards, reluctant to play
- fears consequences of actions, often leading to lying
- extreme withdrawal or aggressiveness, mood swings
- overly compliant, too well-mannered
- excessive neatness and cleanliness
- extreme attention-seeking behaviours
- poor peer relationships
- severe depression, maybe suicidal
- runaway attempts
- violence is a subject for art or writing
- forbidden contact with other children
- shows little anxiety toward strangers
- unusual severe anxiety or worries

NEGLECT

Neglect is failure to provide for a child's or youth's basic needs. It involves an act of omission by the parent or guardian, resulting in (or likely to result in) harm to the child or youth. Neglect may include failure to provide food, shelter, basic health care, supervision or protection from risks, to the extent that the child's or youth's physical health, development or safety is, or is likely to be, harmed.

POSSIBLE INDICATORS OF NEGLECT

Physical Indicators

- injuries where medical care has been unusually delayed or avoided
- injuries resulting from a lack of supervision
- medical or dental needs that are consistently unattended to
- "failure to thrive" in a child or youth where no medical reason has been found (See below.)
- clothing consistently inadequate for weather conditions
- persistent hunger
- poor or inadequate nutrition

- poor personal hygiene

Behavioural Indicators

- forages for, hoards or steals food
- developmental delay or setbacks related to a lack of stimulation
- poor school attendance
- inappropriately takes on a caregiver role for a parent or siblings
- tired or unable to concentrate at school
- appears sad or has flat affect
- reluctant to go home; speaks of being or appears to be left alone at home a lot, unsupervised
- is involved in behaviours such as misuse of drugs or alcohol, stealing, fire setting
- does not respond to affection or stimulation

POSSIBLE INDICATORS OF FAILURE TO THRIVE

A child who has stopped growing and/or has experienced significant weight loss may be suffering from “failure to thrive” syndrome. Medical assessment is necessary to determine whether the syndrome is organic or non-organic in origin.

Physical Indicators:

- Appears pale, emaciated, has “sunken cheeks”;
- Body fat ratio is extremely low (e.g. wrinkled buttocks)
- Skin may feel like parchment paper as a result of dehydration
- Significant developmental milestones have not been attained within their age range (e.g., cannot hold head up at six months of age, cannot walk at 18 months).

Behavioural Indicators:

- Appears lethargic and undemanding (e.g., cries very little);
- Uninterested in environment or surroundings; or
- Displays little or no movement (e.g., lies in crib motionless).

2. UNDER WHAT CONDITIONS IS THERE A DUTY TO REPORT?

Part 3, Section 13 of the Child, Family and Community Services Act 1996 (Current to November 16, 2016) clarifies when protection is needed:

Section 13 (1) A child needs protection in the following circumstances:

- (a) if the child has been, or is likely to be, physically harmed by the child’s parent;
- (b) if the child has been, or is likely to be, sexually abused or exploited by the child’s parent;
- (c) if the child has been, or is likely to be, physically harmed, sexually abused or sexually exploited by another person and if the child’s parent is unwilling or unable to protect the child;
- (d) if the child has been, or is likely to be, physically harmed because of neglect by the child’s parent;
- (e) if the child is emotionally harmed by the parent’s conduct;
- (f) if the child is deprived of necessary health care;
- (g) if the child’s development is likely to be seriously impaired by a treatable condition and the child’s parent refuses to provide or consent to treatment;
- (h) if the child’s parent is unable or unwilling to care for the child and has not made adequate provision for the child’s care;
- (i) if the child is or has been absent from home in circumstances that endanger the child’s safety or well-being;
- (j) if the child’s parent is dead and adequate provision has not been made for the child’s care;
- (k) if the child has been abandoned and adequate provision has not been made for the

child's care;

(l) if the child is in the care of a director or another person by agreement and the child's parent is unwilling or unable to resume care when the agreement is no longer in force.

(1.1) For the purpose of subsection(1)(b) and (c) and section 14(1)(a) but without limiting the meaning of "sexually abused" or "sexually exploited", a child has been or is likely to be sexually abused or sexually exploited if the child has been, or is likely to be,

- (a) encouraged or helped to engage in prostitution, or
- (b) coerced or inveigled into engaging in prostitution.

(2) For the purpose of subsection (1)(e), a child is emotionally harmed if the child demonstrates severe

- (a) anxiety,
- (b) depression,
- (c) withdrawal, or
- (d) self-destructive or aggressive behaviour.

3. WHAT SHOULD BE REPORTED?

The person making the report does not need to have all of the following information before making a report, especially if the child is in immediate danger. Provide the information that you can and provide follow-up information as required.

When reporting suspected child abuse or neglect, the child welfare worker may ask about:

- The child's name, age, address, and phone number
- Any immediate concerns for the student's safety
- Why you believe the child needs protection
- Any statements or disclosures the student has made
- The alleged offender's name, address, and relationship to the child, if known.
- Any other children, such as siblings, who may be involved or at risk
- Any previous incidents or concerns for the child
- Any other relevant information such as the student's language, culture, disability or special needs

The Child, Family and Community Service Act (CFCSA) requires that anyone who has reason to

believe that a child has been or is likely to be abused or neglected, or that the parent is unwilling

or unable to protect the child, MUST report the suspected abuse or neglect to a child welfare worker or directly to the police if a child is in immediate danger. As "service providers," it is incumbent on all to be aware of and alert to signs of child abuse or neglect and to be knowledgeable about how to respond when concerns about child abuse or neglect arise.

Appendix C

Legislation and Government Protocols

The following legislation and protocols are in place to protect the safety and wellbeing of children:

a) The Child, Family and Community Service Act, available online at www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm

b) The Criminal Code of Canada, available online at <http://laws.justice.gc.ca/en/C-46/>

- c) Freedom of Information and Protection of Privacy Act, available online at http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/96165_01
- d) Youth Criminal Justice Act, available online www.justice.gc.ca
- e) The BC Handbook for Action on Child Abuse and Neglect – For Service Providers, available online at www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf
- f) Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report, available online at http://www.mcf.gov.bc.ca/child_protection/pdf/child_welfare_your_role.pdf

Appendix D

Glossary/Definitions

Appointed School Official: The person designated by the authority/school to take responsibility for child abuse and/or neglect cases on behalf of the school.

Aboriginal: Includes First Nations, Inuit, and Metis peoples

Authorized Person: A certificate holder, or a person who holds a letter of permission issued under section 35 of the Teachers Act.

Child: Anyone under the age of 19 in British Columbia; Ref: Child, Family and Community Service Act (CFCSA)

Child Welfare Worker: A person delegated under the CFCSA to provide child welfare services, including responses to suspected child abuse and/or neglect

Delegated Aboriginal Child and Family Services Agency: An organization that provides culturally-appropriate services to Aboriginal children and families, and whose child welfare workers have delegated authority under the Child, Family and Community Service Act to provide child welfare services, including responses to suspected child abuse and/or neglect

Independent School Authority: Generally means a society with a board of directors registered under the Society Act, operating an independent school

Parent or Guardian: The mother of a child; the father of a child; a person to whom custody of the child has been granted by a court order or agreement; or a person with whom the child resides and who stands in place of the child's mother or father

Partner Agency: Refers to an agency that has been established by government for purposes of contact, communication and information sharing on child abuse, and for the purpose of this policy, include the Ministry of Children and Family Development, Delegated Aboriginal Child and Family Services Agencies and the police

Service Provider: Any of a wide range of employees, contractors, and volunteers who provide services for children and families in an independent school. Extensive child support is also provided through agencies in the community (See page 12 of the 2016 BC Handbook for Action on Child Abuse and Neglect)

23. Course Challenge Policy

Purpose: Under conditions prescribed below, students who so desire may challenge a Ministry-Authorized or Board/Authority-Authorized Grade 10, 11, or 12 course.

Pertains to: Students in grades 10, 11, or 12, who have sufficient knowledge or expertise in a subject area and wish to obtain credit without having to take the course.

Conditions for Challenge

A student may challenge a course if he or she:

1. is currently enrolled at Traditional Learning Academy,
2. has not already completed the course or its equivalent learning outcomes through previous enrolment and is not currently registered in the course,
3. and can give compelling evidence to the principal, vice principal, and subject specialist that he or she has sufficient background to successfully challenge the course.

The Challenge Process

Once the school authorities have determined that the student meets the conditions for challenge, he or she may then begin the challenge process. The process of challenge will normally involve a period of independent study and/or review of the subject to be challenged as recommended by the subject specialist, followed by a comprehensive examination covering all of the learning outcomes specified in the Ministry IRP or the Board/Authority Authorized course outline.

In order to receive credit for a course that does not have a required Provincial Exam, the student must obtain at least a C- (50% minimum) grade/score in the challenge course assessment. For those courses that do have a required Provincial Exam, the student must obtain a final mark of C- (50% minimum) based on the combination of the challenge course assessment mark and the Provincial Exam mark. Students may challenge a given course only once. They are, however, eligible to take the course later if the challenge was unsuccessful. Students who have previously failed a course in which they were registered at the school may write the challenge exam at a later date, provided they show solid evidence that they have worked on that course in the interim and that the learning outcomes have been met.

Students desiring to challenge courses for which the school retains no subject specialist, should do so through the school district.

An administration fee of \$25.00 is levied for each course challenged.

24. Cash Payment Policy

Purpose of this Policy The purpose of this policy is to mitigate the risks associated with accepting cash as payment for tuition and other related fees, goods, and services, and to align with anti-money laundering requirements under the Proceeds of Crime (Money Laundering) and Terrorist Financing Act.

The School is committed to detecting and preventing any money laundering activities and to ensuring that it does not become involved in any arrangements involving criminal or terrorist property. In order to fulfil this commitment, the School has established procedures for assessing the risk of financial crime, for internal reporting of suspicious activities and for making suspicious transaction reports to the relevant agencies if necessary.

Scope of this Policy

This Policy applies to all employees of Traditional Learning Society of British Columbia which is the overseeing body of Traditional Learning Academy, Coquitlam. (the "School").

The Policy

The School will ensure that adequate cash handling and record keeping practices are followed. Where risk factors are identified, the School will ensure that the identities of parents, guardians or other persons making any substantial cash payment to the School are satisfactorily verified.

Procedures

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

- cheque
- pre-authorized debit
- credit card
- wire transfer
- money order or bank draft
- cash (up to a maximum amount of \$5,000.00).

The School will accept payment from the following financial institutions:

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

Receiving Cash Payments

The School will not accept cash payments in excess of \$5,000.00 in a single transaction¹ for any purpose. Additionally, any cash payment in excess of \$4,500.00 will require the School to verify the identity of the individual making the payment and the source of the payment. All parents and guardians should be encouraged to pay tuition, deposits, and supplemental fees through an alternative payment method such as cheque, credit card, money order or bank draft.

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

Verification Steps Before entering into any transaction with a person which involves the payment of cash in excess of \$4,500.00, the School needs to take reasonable steps to ascertain and verify the identity of that person and the source of the cash. In the case of individuals, the following information will be collected:

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

Effective Date: December 3, 2020

25. STUDENT RECORD POLICY

Purpose:

To ensure that student records are kept and distributed according to the “Student Records Requirements and Best Practices Guidelines” (June 2012). This includes operational procedures for disclosing a student record for the purpose of delivery of health services, social or other support services. (Section 5.01a)
The school will respond to any complaints regarding the application of PIPA by following the school’s appeals policy. (#18)

Update Effective July 2021:

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

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

With respect to disclosure of student record information in the circumstances referred to in points 1 and 2 above, the school requires that the professional or insurer to ensure, in writing, will:

1. maintain privacy of the student and the student's family with respect to matters disclosed in the record;
2. not use or disclose the information in the student record except for the specific purposes for which the information is provided. If school officials are unsure as to the legal entitlements of the non-custodial parent or if there is serious conflict between the parents with respect to student record requests, then school officials should obtain legal advice from the school's legal counsel.

Pertains to:

Principal and Secretary or their designates

Details:

This policy is in alignment with our Privacy Policy (#20) and our Appeals Policy (#18)

26. Supervision Policy

Purpose:

To ensure that students are adequately supervised at school, during non-instructional times, between the hours of 8:30 AM – 3:15 PM.

Pertains to:

Teachers, Staff. and Students at TLA

Details:

School yard supervision begins at 8:30 AM and continues until the first bell rings at 8:45 AM, when students line up at the back of the school in their class groups for attendance and morning prayers. Students should not be on school grounds before 8:30 AM. Student drop-off and pick-up take place in the passenger zones on Rochester Avenue, directly in front of the school, and in the Howse Place cul-de-sac, on the west side of the school property.

During Morning Recess, which runs from 10:35 – 10:50 AM, students must go outside and

parents are to ensure that their children are dressed appropriately for the weather. Students must ask for a pass from the yard duty teacher supervisor in order to enter during the recess period for emergency or washroom use. Senior students serve as prefects to assist the yard duty teacher with playground supervision, and monitoring doors.

The lunch time eating period is from 12:30 – 12:45 PM. Students eat their lunches in their home room classes under the supervision of their home room teachers. Students then proceed outside for the Lunch Recess Period which goes from 12:45 – 1:15 PM. One or two teacher supervisors are present for this outside time, with several senior student prefects to assist them.

Both Morning and Lunch Recess times will be held indoors when there is extreme weather or for other special circumstances. In these cases, the yard duty teacher patrols the hallways and senior student prefects are assigned to be inside each classroom to monitor the students.

Yard duty supervision is provided by one teacher in the school grounds after school from 3:00 – 3:15 PM, by which time parents should have picked up their students. Parents are made aware that no outside supervision is provided after 3:15 PM. Arrangements for before and after school care is the responsibility of parents.

Policy Status:

_____✓_____ Approved by Board Authority

Policies Format

& Policy Name

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