



**BRITISH COLUMBIA**  
**ADVENTIST EDUCATION**  
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# EDUCATION EMPLOYEE HANDBOOK

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# PREFACE

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This Teacher Handbook is designed to provide basic information about your responsibilities as a Seventh-day Adventist teacher in a British Columbia Seventh-day Adventist school. Although not policies of the British Columbia Seventh-day Adventist Conference, Seventh-day Adventist Church in Canada, North American Division and Ministry of Education policies are included, a majority of those guidelines and policies pertaining to teachers and the operation of the school programme have been stated or referenced in this document. In order to stay current with policies, this Teachers' Handbook must be reviewed regularly.

*A copy of this Handbook is provided to each teacher and is to be read prior to signing a Terms of Employment and every year thereafter.*

**NOTE:** Not all policies apply to personnel teaching less than half-time e.g. Continuing Education, Summer School, Health Benefits, etc. If in doubt, please check with the British Columbia Seventh-day Adventist Office of Education.

## Acronyms/Definitions:

BC	British Columbia
MOE	Ministry of Education
NAD	North American Division
OE	Office of Education
SDA	Seventh-day Adventist
SDACC	Seventh-day Adventist Church in Canada
"The Conference"	British Columbia Seventh-day Adventist Conference

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# CHAPTER 1 - MEETING DENOMINATIONAL AND PROVINCIAL EXPECTATIONS

## 1.1 The SDA Teachers' Dual Roles in BC

Because SDA schools in BC receive provincial funding, teachers must meet the expectations of both the denomination as well as the BC MOE. What this means in practice is that teachers must achieve both denominational and provincial certification. Additionally, the calendar, curriculum and school operation must satisfy both systems. Where there are differences in expectations between the systems, the more stringent of the two requirements must be met. For example, if the denomination requires more school days in the year than the province, the school must meet the requirements of the denomination.

## 1.2 The Independent School Act

The BC Government recognizes the contribution of independent schools in providing an alternative form of education. The Independent School Act of 1989 authorizes the government to issue grants to those Independent schools which choose to apply and meet the requirement of the Act. The Conference schools utilize these grants to support their operations. There are conditions tied to the funds provided to independent schools, along with extensive documentation to ensure the Ministry of Education that the requirements are being fulfilled. Attention is given to monitoring and assessment of provincial requirements and stipulations to ensure that SDA principles and/or beliefs remain uncompromised.

## 1.3 Planning for Instruction

Course content taught is a blend of SDA and provincial curriculum in English Language Arts, mathematics, social studies, sciences and French. In the remainder of the subjects, SDA curriculum is delivered in a way that meets MOE and NAD learning outcomes. The format of the Course Outlines/Overviews will be the same for all subjects. A template of the course overview format can be found on the OE website.

The following table compares denominational and provincial items pertaining to curriculum and planning for instruction. Please refer to the list of denominational and provincial resources in Appendix A - Curriculum Resources on OE website under Employee Resources/Handbooks.

The System	Seventh Day Adventist	British Columbia
<b>School Authority</b>	NAD, SDACC	MOE, Office of the Inspector of Independent Schools
<b>Local School Authority</b>	BC SDA Conference	BC SDA Conference
<b>Administrator's</b>	Superintendent of Education	Inspector of Independent Schools, Superintendent of Education [OIIS]
<b>Education Program Guides</b>	NAD Curriculum Guides	Integrated Resource Packages (IRP's)
<b>Learning Outcomes needing to be met</b>	All subject areas	English Language Arts, Mathematics, Social Studies, Sciences and French

<b>Course Outlines/Overviews</b>	<ul style="list-style-type: none"> <li>• NAD Learning outcomes or curriculum organizers showing linkage to teaching strategies and assessment.</li> <li>• Teaching strategies and learning activities</li> <li>• Assessment and evaluation methods</li> <li>• Course Content</li> </ul>	<ul style="list-style-type: none"> <li>• BC MOE Learning outcomes or curriculum organizers showing linkage to teaching strategies and assessment.</li> <li>• Teaching strategies and learning activities</li> <li>• Assessment and evaluation methods</li> <li>• Course content</li> </ul>
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There are three pivotal documents in course planning, the BC MOE Curriculum and Assessment Guides, the NAD Curriculum Guides and OE source documents consisting of BAA course documents available from the Office of Education and NAD Curriculum Guides. These sources provide rich resources to teachers in writing their yearly Course Overviews. This third document, Course Overview will show how the Learning Outcomes are taught by including teaching strategies and then the corresponding assessment indicators and methods.

It is important that teachers familiarize themselves with the MOE, and NAD Curriculum Guides as they contain a large quantity of critical information for both the experienced and the beginning teacher.

## 1.4 School Evaluations

Each school is subject to denominational and provincial evaluation. The table below compares these two processes:

The System	Adventist	British Columbia
School Evaluation	NAD Commission on Accreditation	External Evaluation conducted by the BC MOE Independent School Office
Document Used	Standards for Accreditation of SDA Schools	BC Ministry of Education Evaluation Catalogue
Inspectors	A Visiting Team composed of OE personnel and other NAD educators	An MOE representative or small team of independent school administrators. (dependant on the school's size).
Objectives of Visit	A comprehensive self-evaluation process that assists each school in appraising its total educational program in light of its philosophy and objectives.	An examination of the school's program, facilities, curriculum, operations and staff qualifications in addition to ensuring that the school meets all basic statutory requirements.
Report	Visiting Committee Report gives a written report of their findings. It contains the committee's commendations and recommendations. A recommended Term of Accreditation is included.	A report is made to the Inspector of Independent Schools and the school. Recommendations are limited to those items that pertain to the group classification requirements.
Frequency	A Term of Approval may range from one year to a maximum of six years.	Every six years with an update inspection every two years.

# CHAPTER 2 - EMPLOYMENT INFORMATION

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## 2.1 Introduction

This section is a summary of employment policies for regular, full-time education employees of Conference. Full-time employees are defined by the Retirement Plan as those working a minimum of 38 hours per week. Regular employees are identified by the following:

- Have successfully completed any terms of probation at the commencement of employment.
- Have no conditions limiting the length of their employment.
- Are paid in accordance with the NAD Remuneration Scale.
- Are not receiving long-term disability benefits.

In order to qualify for all benefits outlined in this manual, employees must be BOTH full-time and regular as defined above.

## 2.2 Employment Policies

The policies of the Conference are based on the NAD Working Policy and the policies of the SDACC. Certain modifications have been made in order to comply with BC or Canadian legislation, or local education conditions.

Where a specific area of policy is not addressed in this manual, the NAD Working Policy will apply. Where inequities come to light, the Conference Administration may inform the Conference Board of Directors, who will then consider appropriate action. The Conference shall have the right to determine and apply policy.

## 2.3 Conditions of Employment

Teachers and other instructional staff have a sacred position of influence and trust over students. By their statements and conduct, they are a medium of the values, beliefs and knowledge sought to be transmitted by the school in which they teach. Off-duty conduct is as relevant to the transmission of values and beliefs as is conduct within the classroom.

Schools operated by the BC Conference exist to deliver elementary and secondary education consistent with and supportive of the teachings and fundamental beliefs of the SDA Church. Acceptance of employment in a SDA school requires teachers and other instructional staff to teach, promote and demonstrate adherence to the fundamental beliefs, teachings and faith of the SDA church. Non-instructional staff also has a ministry role within SDABC schools and must be able to support and adhere to SDA beliefs, teachings and faith.

Only those able to do so in terms of personal belief and behaviour will be and remain suitable as employees. Employees' conduct and lifestyle must reflect and be consistent with the teachings and fundamental beliefs of the SDA Church, both on and off-duty. This is a condition of hiring and of continued employment.

Furthermore, staff in SDABC schools must be baptized SDA with current membership in regular standing at an SDA church. There will be no exceptions from this requirement for teachers and other instructional staff hired within SDABC schools.

When a suitably qualified person cannot be found for a non-instructional position within an SDABC school, there may be rare exceptions made in respect of the requirement for current membership in regular standing at a SDA Church, provided always that:

- a. The person maintains an active Christian lifestyle that is consistent with the beliefs and teachings of the SDA Church, with the possible exception of the keeping of the Sabbath.
- b. The person agrees to promote and demonstrate adherence to such beliefs and teachings, including in off-duty conduct.
- c. The person understands these requirements and expressly agrees to them.
- d. The person may be hired on a fixed term basis to allow a search for a suitably qualified SDA to continue; and
- e. The superintendent has been consulted and agreed to the hiring of the person, consistent with the requirements of this policy.

*(SDABC OE K-12 Board approved policy #18-15)*

## **2.4 Philosophy of Remuneration**

Because the central objective of the SDA Church is the salvation of man, every denominational employee has a responsibility to participate in this mission. Everyone, to the extent of his talent and opportunity, is to fulfill the Saviour's commission (*Steps to Christ*, p. 81). This is expressed in the following mission statement as voted by the Conference Board of Directors:

To REACH BC and the Yukon with the Christ-centered message of hope and wholeness. The core values of REACH are:

- Revival & Transformation
- Education for Discipleship
- Alignment within the Church
- Community Outreach & Evangelism
- Healthy Leadership & Management

Remuneration to denominational employees is set down in a wage scale consistent with this central objective. The philosophy incorporated in the wage scale is predicated upon the fact that a spirit of sacrifice and dedication should mark God's workers irrespective of the position they hold or the department they represent. The work of the church, including every denominational organization, is a mission to which lives are dedicated rather than a business or commercial venture.

The church wage scale does not always compensate its dedicated workers in monetary units commensurate with their talents, accomplishments and contributions, but does provide workers with a modest living income, which gives recognition of

- Responsibilities borne
- Preparation undertaken
- Professional attainment achieved
- Previous experience gained
- Years of service acquired

The spirit of sacrifice on the part of Adventist employees is generally manifested by the level of financial remuneration, and also by the dedication of time, talents and energy to the cause of God and humanity. Men and women called to labour in the cause of the SDA Church are to be workers of single purpose and allegiance. With Paul, the great missionary to the early Christian Church, they say, this one thing I do.

From these concepts it is evident that denominational employees must be prudent managers of the Lord's means. If financial stresses dog their steps, and they cannot faithfully perform their responsibilities, they may be advised to avoid such a position or seek employment elsewhere.

The Conference follows the wage scale for all regular full-time employees as outlined in the NAD Remuneration Scales. Salaries are reviewed annually by the Conference Board of Directors and may be adjusted for cost-of-living increases as voted by the SDACC Board of Directors.

## 2.5 Teacher Certification

### 2.5.1 Certification Requirements

1. To teach in a Conference school it is necessary to obtain denominational and provincial teaching certificates. It is the teacher's responsibility to secure these certificates.
2. Denominational certification is the basis for remuneration and affects the contract renewal process.
3. Provincial certification allows you to work in BC as a teacher. All teachers normally must be certified before they enter a classroom.

### 2.5.2 Denominational Certification

1. The SDACC OE provides the denominational certification requirements. A certificate issued by any union within the NAD will be honoured during its lifetime in any other union within the Division.
2. Recent graduates of an approved teacher training program must submit a completed application to the SDACC OE to apply for their certification. The application must be sent to the SDACC OE (Registrar, SDACCOE, 1148 King Street East, Oshawa, ON L1H 1H8) and should include the following documents:
  - a. Application Form
  - b. Official transcripts of all post-secondary course work (*Note: Burman University automatically sends certificates to the SDACC for all teacher candidates graduating from their college.*)
  - c. Verification of previous teaching experience
  - d. Additional support documents including Government issued ID (current legal name and Date of Birth), provincial teaching certificate (if applicable), resume, etc.

### 2.5.3 Renewal or Upgrading of Denominational Certification

1. Please refer to the booklet entitled [K-12 Educators' Certification Manual](#) for complete information on the renewal or upgrading of your denominational certification.
2. According to current policy a Basic Teaching Certificate is valid for three years and may be upgraded at the end of the three years to a Standard Teaching Certificate (valid for five years) by completing the requirements as outlined in the Certificate Manual. These requirements include a minimum of six semester hours/nine quarter hours of professional education/activities or subject area courses beyond the requirements of the Basic Teaching Certificate.
3. It is the responsibility of the teacher to secure the required denominational and provincial certification and recertification.

### 2.5.4 Provincial Certification

1. Since all teachers in BC must be provincially certified, it is essential that teachers planning to teach in this province begin their provincial certification process as soon as possible.

2. The SDABC OE will reimburse teachers (upon presentation of receipt) for evaluation of transcripts and issuance of certificate expenses incurred in obtaining certification with the BC Teacher Regulation Board. Annual professional membership fees are not eligible for reimbursement.

### 2.5.5 Certification Fees

The Office of Education pays the annual membership fee on behalf of each teacher certified in BC. The dues are deducted from pay in the spring of the year and will show in box 40 of your T4 for tax purposes.

## 2.6 Teacher and Principal Evaluation Policy

### 2.6.1 Provisional Status

A teacher on Provisional Status shall receive a minimum of two written evaluations annually as follows:

1. A minimum of one written summative evaluation per semester based on a minimum of one
2. supervisory visit by the superintendent of education or designee.
3. An evaluation conference between supervisor and teacher based on each written evaluation
4. stipulated in (1) above.

**Note:** Copies of each written evaluation shall be given to the teacher and to the principal, and the original shall be kept in the teacher's file at the conference office of education.

### 2.6.2 Regular Status

The evaluation of a certificated employee of Regular Status shall be conducted in accordance with the conditions set out below:

1. The number of evaluations and person responsible vary according to position.
  - a. Teachers and head teachers – A minimum of one written evaluation every (2) two years based on a supervisory visit by the superintendent of education or designee.
  - b. Administration, principals, and teaching principals – A minimum of one written evaluation every two (2) years based on a supervisory visit by the superintendent of education.
2. A meeting shall take place between the employee and the supervisor to discuss the written evaluation.
3. Copies of each written evaluation shall be given to the employee. Copies may also be provided to the principal except where prevented by law or policy.
4. Evaluation reports may be shared with the local school board, preK-12 board, or the conference executive committee where necessary or as allowed by governing legislation and regulations.
5. Original copies of the evaluation shall be kept on file at the conference office.
6. The method and instrument of evaluation shall be determined and implemented by the
7. employing organization.

### 2.6.3 Transfer Status

The evaluation of a certificated employee on Transfer Status shall include the following:

1. A minimum of one written evaluation during the transfer status period at the new organization
2. based upon their supervisory visit by the superintendent of education or designee.
3. An evaluation conference with the certificated employee by their supervisor based on the
4. written evaluation stipulated in (1) above.

5. Copies of each written evaluation shall be given to the employee and to the principal, when
6. applicable, and the original shall be kept in the teacher's file at the conference office of education. Evaluation reports may be shared with the local school board, preK-12 board, or the conference executive committee subject to local law.

## 2.6.4 Probationary Status

The evaluation of an employee on Probationary Status shall be in accordance with the conditions set out below:

1. A written plan of action which includes a minimum of 4 written formal evaluations during the probationary period addressing areas of concern. The action plan will be signed by the employee and the superintendent. Written formal evaluations are to be completed by the superintendent.
2. An evaluation meeting must take place immediately following each evaluation. This meeting shall be attended by the employee and the superintendent. This meeting may be attended by another educator employed by the conference or the SDACC.

**Note:** Copies of each written evaluation must be dated and signed by both the supervisor and the employee and copies shall be given to the employee and to the principal except where prevented by law or policy. The original shall be kept in the employee's file at the conference office of education.

*(SDABC OE K-12 Board approved policy February 9, 2022)*

## 2.7 General Policies

### 2.7.1 Absenteeism

1. All Conference employees are expected to be at their posts of duty during the regular hours of work consistent with their assigned responsibilities.
2. In those cases where the employee expects to be absent due to medical reasons, for more than one week, he/she must
  - a. Notify the superintendent of Education and the Conference Treasury Department.
  - b. Submit a doctor's written statement.
  - c. Complete all reports on the approved forms that may be obtained from the superintendent of Education and/or the Conference Treasury Department.
3. Where an employee plans to be absent from employment for any other reason than illness, prior permission must be obtained from his/her principal, or the superintendent or associate superintendent. The employee shall
  - a. Give notice of the intention to leave the district.
  - b. Provide the Conference an address and/or telephone number where you may be reached in case of emergency.

### 2.7.2 Bereavement Leave

1. In the event of the death of an immediate family member (spouse, father, mother, mother/father in-law, brother, sister, son or daughter, son/daughter in-law, grandparent, or grandchild or other person who lives with the employee as a member of the employee's family), the Conference will grant a bereavement leave of up to one week of paid leave.
2. In the case of a teacher, the school and the Conference, as per Educational Policy, will share the cost of a substitute teacher.

### 2.7.3 Compassionate Care Leave

An Employee who requests compassionate care leave under this section is entitled to up to 8 weeks of unpaid leave to provide care or support to a family member if a medical practitioner or nurse practitioner issues a certificate stating that the family member has a serious medical condition with a significant risk of death within 26 weeks (or such other period as may be prescribed under the provisions of the Employment Standards Act), after (a) the date the certificate is issued, or (b) if the leave began before the date of the certificate is issued, the date the leave began.

The Employee must give the Conference a copy of the certificate as soon as practicable. The leave may begin no earlier than the first day of the week in which the period referenced above begins. The leave ends on the last day of the week in which the earlier of the following occurs: (a) the family member dies, or (b) the expiration of 26 weeks (or such other period prescribed under the Employment Standards Act) from the date the leave began. The leave must be taken in units of one or more weeks.

For the purposes of a compassionate care leave, "family member" means someone who is:

1. In relation to an employee:
  - a. a member of an employee's immediate family (being the spouse, child, parent, guardian, sibling, grandchild or grandparent of the employee)
  - b. an employee's aunt or uncle, niece or nephew, current or former foster parent, ward or guardian
  - c. the spouse of an employee's sibling or stepsibling, child or stepchild, grandparent, grandchild, aunt or uncle, niece or nephew, current or former foster child or guardian
2. In relation to an employee's spouse:
  - a. the spouse's parent or stepparent, sibling or stepsibling, child, grandparent, grandchild, aunt or uncle, niece or nephew, current or former foster parent, or current or former ward; and
3. Anyone who is considered to be like a close relative regardless of marriage or common law partnership.

Refer to Compassion Care Leave of the Employment Standards Act.

### 2.7.4 Confidential Materials

Conference personnel are exposed to confidential information that must be sacredly guarded. Such confidential information includes, but is not limited to, personal information about employees, church members and others for which the Conference has obligations under the Personal Information Protection Act. A breach of confidentiality may be considered as a reason for dismissal for just cause.

### 2.7.5 Continuing Education Courses

1. The Conference encourages its employees to take self-improvement or continuing education courses that would enhance their work performance.
2. Employees are encouraged to join the Adventist Learning Community (ALC) to utilize their learning portfolio. All reporting for CEUs is to be done through ALC or the OE.
3. Approval should be obtained from the superintendent before registering for any course if financial assistance will be requested.
4. For those courses approved and successfully completed, the Conference may reimburse the employee up to \$700 per year.
5. Courses required by the Conference may be reimbursed in full.
6. It must be understood that enrolment in such courses must not interfere with regular Conference

responsibilities.

7. All employees are required to complete the “Sexual Abuse - Reclaiming Hope” course on ALC within 90 days of employment with the Conference and notify the OE.

### 2.7.6 Holidays

The Conference observes the following 11 holidays:

New Year’s Day	January 1
Good Friday	Friday before Easter
Family Day	Third Monday in February
Victoria Day	Monday before May 25
Canada Day	July 1
BC Day	First Monday in August
Labour Day	First Monday in September
Truth & Reconciliation Day	September 30
Thanksgiving	Second Monday in October
Remembrance Day	November 11
Christmas Day	December 25
Boxing Day	December 26

### 2.7.7 Cost of Living & Employee Loans

1. The Conference has implemented cost of living allowances for employees assigned to areas designated as having excessively high cost of living.
2. The allowance is based on the place of employment and not on the place of residence.
3. Employees receiving other forms of Conference housing assistance are not eligible for this allowance.
4. All loan requests must be recommended by the Finance Committee and approved by the Board of Directors. When loans are approved, NAD Y21 policy provisions apply.

### 2.7.8 Charitable Tax Receipts

- The charitable tax status application is to be approved by the K-12 Board.
- The person responsible for the bookkeeping must be the person issuing the receipts.
- The school must be using the OE approved accounting software.
- The conference auditor must review the T3010 before it is sent to the government.
- The school must record three quotes to show fair market value before receipting donations in kind. The school board should vote a “gift” policy.
- The school must ensure that there are no receipts given for donations for service.
- The school must work with the OE accounting personnel to ensure clear distinction between charitable receipts and non-charitable receipts.
- Charitable receipts for a portion of tuition paid must still be calculated and issued by the OE personnel.

*(SDABC OE K-12 Board approved policy #11-09)*

### **2.7.9 Income Tax Returns**

The following statements are intended to express the understanding of the Treasury Department. It should be recognized that it is the responsibility of each taxpayer to seek professional counsel as needed.

1. On or before February 28 of each year the Conference will provide to the employee such statutory information as may be required for taxation purposes.
2. On or before February 28, each employee will receive such statutory information as required by Canada Revenue Agency. Statement of Remuneration Paid (T4 & T4A's), on which will be recorded total earnings, tax deducted, and other information required to complete the return.

### **2.7.10 Payroll Information Required**

The following payroll information is required from every employee before they commence employment:

1. Payroll Service Record Information
2. TD1 and TD1BC (Federal and Provincial Personal Tax Credit Return)
3. Medical Services Plan (MSP) Application for group enrolment
4. Health Benefits Plan application packet (SDACC's extended medical plan)
5. Moving Expenses and the Non-Accountable Moving Allowance Agreement Form
6. Voided check or deposit slip, showing banking information for direct payroll deposit.
7. One photocopy of your Social Insurance Number Card.
8. One photocopy of proof of citizenship (All family members).
9. Ministers and school administrators who qualify for the Clergy Residence Deduction may supply information to the Conference Treasury Department and Income Tax deductions will be adjusted accordingly.
10. Criminal Record Checks

Teachers receive a packet of forms from the payroll department when they begin employment in Education. The timely completion of those forms will assist the payroll department in beginning pay "on time". In the event of changes of address, family circumstances or school you should contact the Payroll Department with the specifics of your changes to prevent unnecessary interruptions in pay.

### **2.7.11 Payroll Policies**

1. The Conference pays employees on a semi-monthly basis.
2. Payment is made directly to the employee's bank account.
3. Employees shall inform the Treasury Department promptly of any changes which may affect their payroll e.g. changes of address, change of bank account, change of personal exemptions, etc.
4. Regular Conference deductions that have been approved by the employee such as rent, savings, housing loan or Conference mortgage payments, group insurance, etc., are made each pay period.
5. Reimbursement for expenses reported on the monthly employee report form will be processed separately.
6. All employees must have a Social Insurance Number and be authorized to work in Canada.

### **2.7.12 Retirement Plan**

1. The Seventh-day Adventist Church in Canada administers the Canadian Retirement Plan.
2. Details of this plan may be obtained from: Retirement Plan Administrator, SDA Church in Canada 1148 King Street East Oshawa, Ontario L1H 1H8
3. The Conference maintains a service record for each employee, which contains information about his/her

employment with the Conference.

4. A copy of the service record will be sent every two years to the employee in order to verify that it is complete and accurate.

### **2.7.13 Scholarship Grants**

1. Children of regular, full-time denominational employees in administrative, professional and supervisory positions (those considered to be exempt from provincial wage and hour laws) may be eligible for tuition scholarship grants.
2. Eligibility is determined based on the following criteria:
  - a. The student must be enrolled in elementary, secondary or college up to the baccalaureate level, or approved technical or professional schools on the undergraduate level.
  - b. The school must be an SDA denominationally operated institution.
  - c. The student must be an unmarried dependent of the employee and be eligible to be claimed as a dependent on the employee's income tax return.
  - d. The student must have been born to, or legally adopted by the employee and/or spouse, or a stepchild by marriage receiving more than 50% of support from the new family unit.
  - e. The student must be less than 24 years of age unless the student has given compulsory military service, volunteer service for the church, or has documented medical consideration.
  - f. It is the responsibility of the student (or parents on his/her behalf) to ensure that application for assistance under this policy has been made.
  - g. Assistance shall continue until an undergraduate course of studies is completed or for a maximum of 10 semesters or 15 quarters of undergraduate studies, as defined by NAD Working Policy.
  - h. Students attending school outside of Canada must provide written proof of out of country medical insurance for the prescribed minimum of \$250,000, or a written statement from the parent or guardian assuming all health costs not covered by the basic Health Benefits Plan, before any payments are made.
3. The grant for college students not residing in a dormitory at the school is 35% of the tuition and required fees charged by the school, and 70% of tuition and required fees for dormitory students. The grant for K-12-day schools in the Conference is 30%.
4. The student or parent/guardian must complete a scholarship application for each school year.
5. If the student is attending a school within the Conference, the completed application should be submitted to the school.
6. Students enrolled outside of the Conference are to submit their application directly to the Treasury Department.
7. Each school is to inform the Conference Treasury Department of the tuition and required fees for employees' children each term, along with the scholarship application forms.
8. The scholarship will be sent directly to the school to be applied to the student's account.
9. Where a local church operates a school for which no tuition is charged, and where children of church members may attend with no required payments to the church or school, no scholarships will be payable by the Conference
10. Please reference Y24 of the NAD Policy for other restrictions that may apply.
11. The Payroll Department can provide information about these programs to help determine if a particular student qualifies for this assistance.

### **2.7.14 Tithing**

In harmony with the principles set forth in the Bible and the Spirit of Prophecy, the SDA Church teaches that all members should support the operations of the church through faithful stewardship, including voluntary contributions of tithes and offerings. As members of the SDA Church, employees are expected to abide by the religious teachings of the Church, including in respect of faithful stewardship.

### **2.7.15 Vacation (12 Month Employees)**

1. Vacation time as time off with pay is granted to all full-time regular employees on the following basis:
  - a. 3 weeks' vacation (12 working days for Conference Office Employees and 15 working days for all other employees) in the first year up to and including the ninth year of denominational service (Employees may request to defer up to 50% of their annual vacation entitlement which equals 6 working days for Conference Office Employees and 7.5 days for all other employees).
  - b. 4 weeks' vacation (16 days for Conference Office Employees and 20 working days for all other employees) after nine full years of denominational service (Employees may request to defer up to 50% of their annual vacation entitlement which equals 8 working days for Conference Office Workers and 10 days for all other employees).
  - c. All requests for deferral of vacation must be received in the Treasury Department by December 1.
2. When an employee, new in denominational service, is hired in the middle of the year, his/her vacation time will be prorated for the balance of that year and given near the end of the year, to calculate all employees' vacations on the calendar year thereafter. If only a portion of a year is worked by any employee for any reason, the vacation time and pay will be prorated based on the time in the year actually worked.
3. An employee shall be allowed to accumulate more than the maximum vacation if the Conference is unable to grant vacation at the time the employee reaches the maximum.
4. Where practical, vacations should be taken during one (1) or two (2) blocks of time, rather than piecemeal.
5. The dates should be arranged in advance with the employee's principal or the superintendent or associate superintendent.
6. Vacations for 12-month employees should be planned so as not to interfere with the various programs such as major school concerts or events, Camp Meeting, teachers' or principals' meetings as applicable, and Conference sessions.
7. Because vacation entitlement is not transferable from a previous denominational employing organization, employees coming from another SDA organization must have taken unused vacation or have vacation time paid out before beginning employment in the Conference. It is the responsibility of the employee to ensure compliance to this policy.
8. At the time of termination or retirement from denominational employment, all accumulated but unused vacation time shall be granted. The maximum shall be up to 150% of the annual vacation entitlement including current year accrual.
9. Teachers' vacation pay is included in their annual salary.
10. Principals of senior and junior academies and other educational employees on twelve (12) month employment are subject to the same guidelines as other full-time regular employees.

### **2.7.16 Workers' Compensation Coverage**

1. All conference employees in BC are covered by Workers' Compensation.
2. Injuries requiring medical attention must be reported to the superintendent and the Conference Treasury Department or directly to the local WCB Office on its Report Form 6A and Report Form 7 within one (1) business day.
3. All workers on local building projects must be covered by WCB. It is the responsibility of each school principal, board chairperson, or manager, along with his/her board, to ensure that this coverage is arranged with WCB before the project begins.
4. For accident coverage for volunteer labourers (See section Volunteer Labour Accident Coverage p. 19)

### **2.7.17 Principals' Administrative Time**

All K-12 school shall have at least one full-time administrator and K-10 schools will have a minimum of 10% administrative time times the FTE number of teachers on staff (not counting principal).

## **2.8 Cash Payment Policies**

### **2.8.1 Purpose and Scope 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.

This Policy applies to all employees of the BC Conference.

### **2.8.2 Policy Statement**

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.

### **2.8.3 Acceptable Forms of Payment**

The school may accept the following payment types for tuition payments, deposits, and fees:

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

### **2.8.4 Acceptable Financial Institutions**

The school may accept payment from the following financial institutions, (but is not limited to 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
- All banks with policies and procedures in place which meet FINTRAC and Proceeds of Crime (Money Laundering) and Terrorist Financing Act requirements.

### 2.8.5 Receiving Cash Payments

The school will not accept cash payments in excess of \$5,000.00 in a single transaction (a single transaction includes multiple payments within a 24-hour period) for any purpose. Additionally, any cash payment in excess of \$3,000.00 will require the school to verify the identity of the individual making the payment and the source of the payment. All parents and guardians should be encouraged to pay tuition, deposits, and supplemental fees through an alternative payment method such as online banking. (The school may decrease the maximum cash payment threshold and verification threshold.)

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 the individual who will be responsible for reviewing suspicious transaction reports and reporting to the relevant authorities, if necessary. The “Reporting Officer” who will, if appropriate, contact the Financial Transactions and Reports Analysis Centre of Canada (“FINTRAC”), police or other relevant agency.

### 2.8.6 Verification Steps

Before entering into any transaction with a person which involves the payment of cash in excess of \$3,000.00, the school needs to take reasonable steps to ascertain and verify the identity of that person and the source of the cash.

In the case of individuals, the following information will be collected:

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

The school will also seek independent verification of identity, for example by requiring production of originals of official documents confirming identity. Suitable documents will include passports, driver’s license, birth certificate, health insurance card or other similar record. An employee of the school will verify the individual’s identity in the individual’s physical presence, while viewing the original identification. When checking such documents, employees will ensure that the documents are current and be alert to any signs that they might have been forged or stolen. A copy of the identification will be taken, and the date of verification recorded.

The school will also seek to verify the source of the cash. The payer will provide independent confirmation of the full name and address of all financial institutions or other entities through which the payer processed the cash, such as a withdrawal receipt from financial institutions. An employee will record the date on which the money was received by the school from the payer and the date the verification was completed.

## 2.8.7 Refund Procedures

Refunds will be issued only in accordance with the school's refund policy.

Cash payments will be refunded by cheque made payable to the parent or guardian of the student. All other refunds will be made to the original form of payment unless otherwise approved. The school should identify an individual who will have the authority to approve refunds to other forms of payments.

All requests for a refund in cash following a payment by credit card, wire transfer, cheque, etc., will be reported to the Reporting Officer.

## 2.8.8 Suspicious Transactions

Employees will evaluate the source of funds that are paid to the school and be alert to unusual patterns of behaviour or activities that may indicate the possibility of money laundering or other terrorist financial crimes. It is not possible to produce an exhaustive list of the matters that might give rise to a suspicion of money laundering or other terrorist financial crime. It is therefore important that employees use their own judgment when looking at any business relationship or transaction. Facts, context and money laundering/terrorist financing indicators need to be assessed to determine whether there are reasonable grounds to suspect that the transaction is related to the commission or attempted commission of a money laundering/terrorist financing offence.

The following are some possible money laundering/terrorist financing indicators:

- **Transactions:** The parent, guardian or payer engages in multiple transactions conducted below the reporting threshold within a short time period, makes inquiries that would indicate a desire to avoid reporting, or exhibits knowledge of reporting thresholds.
- **Structures:** Payments involving complex or illogical arrangements that make it unclear who is making the payment or appear to be structured to avoid identification or reporting thresholds.
- **Third parties:** Payment of school fees or involvement by companies, trusts, offshore entities or other third parties with no obvious relationship to student. The parent, guardian or payer appears to be collaborating with others to avoid client identification or reporting thresholds.
- **Assets:** There are reasons to doubt the ability of a person to have a legitimate source for the funds.
- **Identity:** The parent, guardian or payer has taken steps to hide their identity or is difficult to identify. The parent, guardian or payer uses a post office box or general delivery address where other options are available. There are doubts about the honesty, integrity, identity or location of the parent, guardian or payer.
- **Behaviour:** The parent, guardian or payer seems unusually anxious to complete a transaction, is unable to justify why they need to make a payment quickly, requests a cancellation, reversal or refunds of earlier transaction or makes overpayment for no good reason.
- **Documents:** Information or documentation is withheld by the parent, guardian or their representative or appears falsified. Cash payments are made using old, smelly or extremely dirty bills.

## 2.8.9 Reporting

Employees of the school will make a report to the Reporting Officer, as soon as reasonably possible, where they have knowledge or suspicion, or where there are reasonable grounds for having knowledge or suspicion, that another person is engaged in money laundering, or that terrorist property exists ("Suspicious Transaction Report").

Your report should include as much detail as possible including:

- Full available details of the people, and organizations involved including yourself and other members of staff if relevant.

- Full details of transaction and nature of each person’s involvement in the transaction.
- Suspected type of money laundering activity or use of proceeds of crime with reasons for your suspicion.
- The dates of any transactions, where they were undertaken, how they were undertaken, and the likely amount of money or assets involved.
- Information on any investigation undertaken to date, including whether the suspicions have been discussed with anyone and if so on what basis.
- Whether any aspect of the transaction(s) is outstanding and requires action to progress.
- Any other information that may help the Reporting Officer judge the case for knowledge or suspicion of money laundering and to facilitate any external report.

Once you have reported your suspicions to the Reporting Officer, you will follow any instructions provided. You will not make any further enquiries unless instructed to do so by the Reporting Officer. Any further transactions or activity in respect of the person in question, whether or not it is related to the matter that gave rise to the original suspicion, should be reported to the Reporting Officer as they happen, unless and until the Reporting Officer has confirmed that no report to the FINTRAC is to be made.

The Reporting Officer will consider all Suspicious Transaction Reports and will make an external report to the FINTRAC (who will undertake any necessary investigation) as soon as is practicable if he/she considers that there is knowledge, suspicion or reasonable grounds for knowledge or suspicion, that another person is engaged in money laundering, or that terrorist property exists, even if no transaction takes place (“FINTRAC Report”). All FINTRAC Reports will comply with FINTRAC reporting requirements.

### **2.8.10 Record Keeping Practices**

All Suspicious Transaction Reports will be documented, either on paper or electronically. All enquiries that are made within the school in relation to any Suspicious Transaction Report should also be recorded. The school will keep details of actions taken in respect of Suspicious Transaction Reports, including details of information considered by the Reporting Officer in respect of a Suspicious Transaction Report where no external FINTRAC report is made. The school will also keep a copy of any FINTRAC Reports and associated evidence and documentation.

The school will retain copies of the information the employee obtained regarding the identification and verification of individuals from whom it received cash payments in excess of \$3,000.00, together with details of all transactions including relevant dates.

All information, evidence and reports with respect to Suspicious Transaction Reports, FINTRAC Reports, and identification and verification of individuals will be kept by the school for a minimum of five years.

### **2.8.11 Cash Handling**

The school will establish responsibility and describe the minimum requirements for cash handling.

The following procedures will be followed by employees when handling cash:

- Cash will be stored in a locked and secure location until the funds are deposited.
- Cash should be deposited on a daily basis. Where this is not possible and providing amounts are minimal, funds will not be held for longer than one week.
- Collection of cash, deposit preparation, and reconciliation duties will be performed by separate individuals to the extent possible, to ensure the safeguarding of cash. At minimum, deposit preparation and reconciliations are to be completed by separate individuals.

- Cash receipts will be reviewed and reconciled to ledger accounts on a timely basis to ensure they have been correctly recorded. Accounting adjustments to ledgers will also be made on a timely basis.
- Cash shortages or other discrepancies should be reported immediately.
- The school should identify an individual who will receive reports on cash shortages/discrepancies.

### **2.8.12 Review**

This policy will be reviewed and updated as needed, but at least annually.

*(SDABC OE K-12 Board approved policy #20-45)*

## **2.9 Immigrant Policies**

The following policies apply to new employees in the Conference who are in Canada on a temporary work permit while awaiting Permanent Resident Status.

### **2.9.1 Financial Responsibilities**

1. Any expenses (excluding legal fees) associated with obtaining Permanent Resident Status for the employee, the employee's spouse, and dependent children will be paid by the Conference.
2. An employee who is not a Canadian citizen, who chooses to apply for Canadian Citizenship, will be responsible for all financial aspects of such application.

### **2.9.2 Health Benefits**

1. The Provincial Medical Services Plan does not cover employees who are new to Canada for three months from the date of application.
2. It may take up to 3 months before the employee will be covered under the Provincial Medical Services; however, during this waiting period the Conference will assist the employee in purchasing 3 months of supplemental health insurance. The Conference will cover 85% of the premium while the employee will pay 15% of the premium. Employee must purchase a minimum of \$100,000 temporary medical insurance coverage.
3. Out of Canada travel coverage is not available until the Medical Services Plan or the Yukon Medical Plan covers the employee.

### **2.9.3 School Permits**

Any member of an immigrant family, including the employee who plans to enroll in school must obtain in advance a school permit from Citizenship & Immigration Canada.

### **2.9.4 Work Permits – Employees**

1. All employees who are not Canadian Citizens or Permanent Residents shall, before commencing employment, provide the Conference Treasury Department with the following:
  - a. Photocopy of their work permits (obtained from Citizenship & Immigration Canada).

- b. Temporary Social Insurance Number (obtained from Human Resource Canada Development – a permanent Social Insurance Number should be obtained once Permanent Resident status has been granted).

### **2.9.5 Work Permits – Spouse & Dependents**

1. Employees who are brought into Canada before receiving Landed Immigrant Status are allowed to work by virtue of a work permit issued by Citizenship & Immigration Canada. This permit does not authorize employment, either on a paid or volunteer basis, of the employee's spouse or dependent children.
2. Family members of employees who wish to seek employment must obtain separate work permits from Citizenship & Immigration Canada.
3. BEFORE beginning work with the Conference, the individual must file a copy of his/her work permit with the Treasury Department.

### **2.9.6 Substitute Teacher Minimum Age**

The minimum recommended age for a substitute teacher with no academic qualifications (no bachelor's degree or BC teacher's certificate) shall be at least 21 years of age. However, the local school board may make exceptions to this policy and hire substitute teachers to 19, provided the board's minutes reflect the rationale for this decision.

*(SDABC OE K-12 Board approved policy #15-08)*

## **2.10 Medical and Group Insurance Policies**

### **2.10.1 Group Insurance**

1. A group insurance package, administered by the SDACC, is in effect for all regular full-time or half time (19 hours/week) employees of the Conference.
2. Health Benefits are available for employees working at 0.53 FTE (53%) and above only.
3. This program, called The Health Benefits Administration (HBA), includes:
  - a. Extended health care assistance.
  - b. Short and long-term disability benefits.
  - c. Personal accident insurance.
  - d. Survivor benefit coverage.
4. This plan replaces all medical and dental coverage provisions as set out in NAD Working Policy.
5. Eligibility for the Health Benefits Plan is subject to coverage by the BC Medical Services Plan or the Yukon Medical Plan.
6. Participation in the Health Benefits Plan is a condition of employment for all qualifying employees. Denominational health insurance (HBA) coverage benefits commences as soon as the application forms have been filed. Teachers initially sign for this coverage by completing the appropriate forms contained in the packet given to new employees. It is the responsibility of the employee to familiarize themselves with the literature provided that outlines the coverage under the plan and to appropriately respond to periodic requests from the Health Benefits administrator for verification of status or other information.
7. The premiums for the Health Benefits Plan are shared by the employing organization and the employee.
8. The employee portion includes all premiums for Long-term Disability Insurance, Life Insurance exceeding \$100,000 and Optional Accidental Death and Dismemberment insurance coverage exceeding \$50,000.

9. Regular full-time employees receive a taxable subsidy through payroll equivalent to the long-term disability premiums included in the employee deduction.
10. Short-term disability benefits begin after 7 continuous days of total disability. (No waiting period if disability results from an accident.)
11. The maximum period of short-term disability is 180 days including the 7-day waiting period. The amount is 80% of regular salary but will be temporarily topped up to 100% based on the employee's years of denominational service completed.
 

Less than 2 years of service	1 week
2-5 years of service	2 weeks
6-10 years of service	3 weeks
11-15 years of service	4 weeks
16-20 years of service	5 weeks
21-25 years of service	6 weeks
26-30 years of service	7 weeks
31-35 years of service	8 weeks
36+ years of service	9 weeks
12. For details of Long-Term Disability (LTD) coverage refer to the Health Benefits Administration booklet and schedule of benefits.
13. LTD is calculated at 60% of the pre-disability salary with a maximum of \$5,000 per month.
14. Additional information is available from the administrators at: Health Benefits Plan Administrator, SDA Church in Canada, 1148 King Street East, Oshawa, ON L1H 1H8, (800) 263-7868 (Canada), (905) 428-0837 (outside Canada).

### **2.10.2 Medical Services Plan**

1. Residents of BC qualify for basic medical coverage under the BC Medical Services Plan (MSP) and BC Hospitalization coverage.
2. Regular, full-time or half time (19 hours/week) employees are enrolled, upon hire, for the MSP through a group plan administered by the Conference.
3. Premiums are paid by the Conference and are a taxable benefit to the employee.
4. Eligibility for MSP coverage begins three months from the month of application for employees transferring from other Canadian provinces. (They will usually be covered by their former provincial medical plan during this waiting period.) New residents of BC begin receiving this coverage at the beginning of their fourth calendar month of employment. Any premiums paid to other provinces for coverage during this period will be reimbursed as a taxable benefit upon submission of proper documentation.
5. Teachers who have completed the appropriate qualifying time of residency in BC will have coverage under the group Medical Services Plan (MSP).
6. Employees transferring from outside of Canada (see Immigrant Policies: Health Benefits).
7. The Conference will NOT be responsible for medical costs that would have been covered by MSP, if a qualifying employee fails to apply for MSP coverage.
8. Where an employee has applied and has been determined to be ineligible for BC Hospitalization coverage and the Medical Services Plan, medical expenses which are not covered by the Health Benefits Plan group insurance, or any other medical insurance may be, at the discretion of the Conference Board of Directors, reimbursed at the rates set out in the NAD Working Policy.
9. Employees domiciled in the Yukon will receive similar reimbursement for any government health care premiums and be subject to the same Conference policies as those living in BC.

Questions relating to Health Benefits and provincial MSP coverage should be directed to the Payroll Department of the Conference.

### **2.10.3 Sick Leave (Hourly Employees)**

1. Sick leave shall accrue at .03855 hours per hour worked to a maximum of 1.46 hours per week or 2 weeks per year.
2. The first three working days of any illness or time off for medical/dental appointments shall be charged to the short-term sick leave bank.
3. Short-term leave may be carried over from one year to the next up to a maximum of 76 hours.

## **2.11 Moving Policies**

### **2.11.1 Duplicate Housing Cost Assistance**

1. When an employee is asked to move from one location to another, and because of the conditions of the lease or failure to sell or rent the home despite a bona fide attempt, he/she is required to pay housing expenses both at the former location and the new location, an allowance may be granted to cover the time when payments are being made at both locations and both homes are habitable.
2. This allowance may be granted up to three (3) months under normal conditions.
3. In the case of a homeowner, the house to be sold must be listed with Multiple Listing Service (MLS) for the entire period covered by the allowance.
4. In unusual circumstances when the employee has not been able to sell the home at his/her former location and evidence is presented indicating that the asking price for said home at the end of the three-month period referred to in 1. was no more than 100 percent of an appraisal provided by an independent appraiser, up to an additional three months' assistance may be granted. An independent appraiser shall be understood to be a qualified appraiser such as may be contacted through a chartered bank or trust company. Real estate agents shall specifically be excluded from this group.
5. The reasonable cost of such appraisal will be reimbursed by the Conference.
6. If the employee/homeowner has not been able to sell the home after having received the allowance for six (6) months because of extreme circumstances, the allowance may be continued for a further period up to six (6) months if the asking price for the said home is not more than ninety-five percent (95%) of the appraisal during this period.
7. When granted, the monthly allowance shall be the lease payment or actual mortgage payment (principal, interest, and taxes), plus homeowner's insurance up to one hundred percent (100%) of any cost which the employee was eligible at his/her former location.
8. Fifty percent (50%) of any rental income shall be deducted from the allowance.
9. Employees who have duplicate housing expense are eligible for this assistance only during the first twelve months following a move to a new location. The mortgage principal, excluding other costs, is subject to Income Tax deductions, Canada Pension Plan contributions and Employment Insurance premiums. (Before a request for this allowance can be processed, documentation must be submitted to the Conference Treasury Department to support the claim for assistance e.g. rental/lease agreement, real estate listing contracts, appraisals, etc.)

### **2.11.2 Moving Allowance**

1. Moving allowances for employees coming to BC or transferring within the Conference at the employer's request include:
  - a. Travel for two (2) vehicles by the most direct route.
  - b. Transport of household effects up to a maximum established by the OE.
  - c. Temporary accommodation when traveling more than 800 km's in a day.
  - d. Per diem for all family members.

2. Travel at an average of 800 km per day by the most direct route (for up to two vehicles) at a rate which is lower than our normal travel reimbursement.
3. After being hired, a return trip to look for housing may be authorized. This is to be made in the most economical manner, in consultation with the superintendent.
4. A flat amount is allowed to cover packing, packing containers and other moving costs as follows: (Teachers will receive reimbursement with their first check in September or when issued a TOE.)
  - a. employee – 16.5% of Base
  - b. spouse - 16.5% of Base
5. An employee who is a single parent with dependent children may be granted an additional moving allowance equivalent to a spouse allowance.
6. This allowance is taxable and is subject to withholding of Income Tax, Canada Pension Plan contributions and Employment Insurance premiums.
7. Any flat allowances given for self-moves are taxable.
8. All taxable moving expenses are reimbursed through payroll.
9. Allowances claimed, and reportable expenses incurred, must be submitted on the employee report.
10. An employee moving within the district is not entitled to a moving allowance. In extenuating circumstances, the employee may make written request for assistance for such a move and may be reimbursed at a reasonable rate for the cost of a one-day truck rental, and one day moving assistant. Where such reimbursement is approved, it will be processed through payroll and will be treated as a taxable benefit in accordance with the Income Tax Act.

## **2.12 Miscellaneous Policies**

### **2.12.1 Transferring to the Conference**

1. New workers, or those transferring to the Conference, should contact the Treasury Department immediately to complete the necessary forms in the Employee Payroll and Extended Health Care packets.
2. For workers arriving in BC who are not Canadian citizens (see Immigrant Policies)

### **2.12.2 Volunteer labor Accidental Coverage**

1. Volunteers, except on construction projects outside of the NAD, are covered by the General Conference Voluntary Labour Accident Policy.
2. Volunteers on building projects outside of the NAD must be covered. The sponsoring organization is to apply for the coverage and pay the required premium. Application forms may be obtained from the office of the Conference Treasury.
3. Claims for injury should be reported to the office of the superintendent and the Conference Treasury.

### **2.12.3 Signatories**

Signatories for the Conference bank and investment accounts shall be Conference officers who have Canadian citizenship or Canadian permanent residency. However, no one deemed a US person by the Government of the United States of America shall have signing authority over any account of the Conference.

## 2.13 Personal Information Privacy Policy For SDABC Education Employees and Volunteers

### 2.13.1 The School's Commitment to You

Safeguarding personal information of employees and volunteers is a fundamental concern of the OE. Our schools are committed to meeting or exceeding the privacy standards established by BC's Personal Information Protection Act (PIPA) and any other applicable legislation.

This Personal Information Privacy Policy (PIPP) describes the policies and practices of the Conference regarding the collection, use and disclosure of personal information about employees and volunteers, including the steps the Conference has taken to ensure personal and financial information is handled appropriately and securely.

The SDABC OE may add, modify or remove portions of this PIPP 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 PIPP can be found in the OE or the Conference VP for Administration. This PIPP may be supplemented or modified from time to time.

### 2.13.2 Definitions

In this PIPP, the following terms have the meanings set out below:

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

### 2.13.3 Ten Privacy Principles

As part of the Conference's commitment, the Ten Privacy Principles govern the actions of the OE as they relate to the use of personal information. This PIPP describes the Ten Privacy Principles and provides further details regarding our compliance with the principles.

### 2.13.4 Principle 1 – Accountability

The Conference is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the OE has designated the principal of each school as the individual who is accountable for the school's compliance with the Ten Privacy Principles. This individual is the Privacy Officer of the school. The superintendent is the Privacy Officer for the OE, and the VP for Administration is the Privacy Officer for the Conference.

### 2.13.5 Principle 2 – Identifying Purposes

#### Employees

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

**What Information Is Collected?** Set out below are some examples of personal information about employees collected, used and disclosed by the Conference:

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

### **Volunteers**

Individual schools within the Conference collect, use and disclose personal information about volunteers for the purposes of recruiting volunteers and establishing and managing an effective volunteer program and for other purposes identified when the information is collected.

Set out below are some examples of personal information about volunteers collected, used and disclosed by our schools:

- information collected, used and disclosed in the recruiting process including information on resumes and application forms (contact information, personal and professional history, qualifications) results of criminal record checks, information collected from any references, and information collected on statutory declaration forms.
- information related to the volunteer's services, including availability, schedule, duties, reviews, and related notes and memorandums and documentation related to volunteer qualifications (proof of adequate auto insurance etc.)
- Personal information about employees and volunteers (including photographs and biographical information) may also be collected, used and disclosed in the course of the school's activities including in publications such as yearbooks and newsletters, and websites.

Computer use and e-mail are monitored in accordance with the [Computer, Internet and/or Email Policy as applicable] and personal information is collected in the operation and maintenance of these systems.

Personal information about employees and volunteers may be collected and used and disclosed in the course of the operation of building security systems, including video and other surveillance systems.]

### **2.13.6 Principle 3 – Consent**

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

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

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

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

The Conference and/or schools will limit the personal information collected to that information necessary for the purposes identified by the school.

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

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

**How Is Information Used?** Personal information about employees and volunteers is used for the purposes identified under Principle 2. If for any reason personal information is required to fulfill another purpose, the Conference and/or school will notify the employee or volunteer of that purpose. The Conference or school may use anonymous information, such as information collected through surveys or statistical information about employees and volunteers to improve the school's operations.

**When May Information Be Disclosed?** The Conference may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law. Personal information about employees is disclosed to third parties for purposes related to the employment relationship, including to:

- government departments, bodies and agencies such as Canada Customs and Revenue Agency, Workers Compensation Board, MOE.
- payroll outsourcers.
- financial institutions for payroll related purposes; insurance companies, benefit, group RRSP and pension plan administrators for enrolment in and administration of benefits, plans and claims.
- higher church organizations such as SDACC and NAD.
- teacher certification information as per form I-2001 filed with the MOE.
- advisors to individual schools including accountants, lawyers and consultants.
- when required or permitted by law.

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

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

**Outside Service Suppliers** Individual schools sometimes contact outside organizations to perform specialized services such as printing or data processing. For example, the school gives its yearbook publisher the information required to produce the annual yearbook. Suppliers of specialized services are given only the information necessary to perform those services, and the school must take appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

**Restricting Sharing Information** If an individual wishes to limit the sharing of personal information as permitted by law, the individual must submit to the Privacy Officer a written letter specifying which items of personal information are to be

limited and to whom these items are to be restricted. The Privacy Officer will advise the individual whether the requested information can be restricted in the manner requested.

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

### **2.13.9 Principle 6 – Accuracy**

The Conference and individual schools will take appropriate steps to ensure that personal information collected is as accurate and complete as is reasonably required in connection with the purposes for which it was collected, used or disclosed. Employees and volunteers are responsible for providing up-to-date personal information to the appropriate entity.

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

The Conference and individual schools will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

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

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

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

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

### **2.13.11 Principle 8 – Openness**

The Conference 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 Conference or school's privacy policies or practices to the Privacy Officer of the appropriate organization.

### **2.13.12 Principle 8 – Individual Access**

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

**How May I Access My Personal Information?** An employee or volunteer may access and verify any personal information with appropriate notice so that the office is able to supply the information required. Most of this information is available in the registration forms and other forms that you filled out.

### **2.13.13 Principle 10 – Complaint Process**

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

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

## **2.14 Harassment and Anti-Bullying Policies**

The safety and wellbeing of children in Adventist schools is of paramount consideration. Children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. Therefore, all SDABC schools will ensure that children attending these schools will experience a learning environment that enables every child to feel safe, accepted and respected. SDABC schools will continuously develop strategies to make students feel valued, respected and connected within the school community. This will include the protection of the students’ physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity and expression, while remaining consistent with the Seventh-day Adventist faith-values, cultural perspective and philosophical values.

Any student engaging in activities of promoting hatred, intolerance, aggression, or hostility, including bullying, cyberbullying, harassment, intimidation, threatening or violent behavior against any individual or group because of their gender, race, culture, religion, sexual orientation or gender identity and expression threatens the safety and wellbeing of students. These behaviours may occur at school, at a school-related activity, or in any other circumstances where engaging in the activity will have an impact on the school environment. These aforementioned activities will immediately become subject to disciplinary review which may include consultation with parents and legal authorities.

A student's age, unique personal needs and mitigating circumstances will be considered in such a review, and every sensible option to educate and remediate will be explored. However, the protection of every student's physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying, will carry the highest priority. Major behavioural infractions such as these may result in removal from enrollment at a SDABC school and/or referral to law enforcement.

SDABC schools and the authority will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint concerning a breach of this policy.

*(SDABC OE K-12 Board approved policy #18-11)*

### **2.14.1 Personal Contact**

Employees of denominational organizations are to exemplify the Christ-like life and should avoid all appearance of wrongdoing. They should not for one moment indulge in: (a) sexual behaviour that is harmful to themselves or others, (b) harassment or bullying of others, or (b) conduct that casts a shadow on their dedication to the Christian way of life.

### **2.14.2 Mutual Respect**

Employees should respect and uplift one another. They must never place another employee in a position of embarrassment or disrespect due to sexual overtones. They must also avoid conduct that would amount to bullying

and/or harassment of another employee. To do either of these would be a violation of God's law and the law of the land that protects human rights and employee health and safety in the workplace.

### 2.14.3 Definitions

"Sexual harassment" includes but is not limited to:

- Unwelcome sexual advances, requests for sexual favours and other verbal or physical conduct of a sexual nature, affecting an individual's employment status. Such advances constitute sexual harassment when
- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance, or creating an intimidating, hostile, or offensive working environment.
- Threats or suggestions that are made on the individual's job, future promotions, wages, etc., depend on whether or not he/she submits to sexual demands or tolerates harassment.
- Unwelcome sex-oriented comments (kidding, teasing, jokes, etc.).
- Subtle pressure or requests for sexual activity.
- Unwelcome touching of an individual (e.g. patting, pinching, hugging, repeated brushing against another person's body, etc.).
- Demand for sexual favours.

"Bullying and harassment":

- Includes any inappropriate conduct or comment by a person towards an employee that the person knows or reasonably ought to have known would cause that employee to be humiliated or intimidated, including discrimination or harassment that is not permissible under the Human Rights Code, but
- Excludes any reasonable action taken by an employer or supervisor relating to the management and direction of employees or the place of employment.

### 2.14.4 Working Environment

Employees are to understand that:

1. Sexual harassment and bullying and harassment in the workplace by any person will not be tolerated.
2. They are to avoid any display of unwelcome behavior or conduct toward any other employee, which could be interpreted as sexual harassment.
3. They are not to engage in bullying and harassment of other employees, supervisors, their employer or persons acting on behalf of the employer.

### 2.14.5 Reporting Incidents

1. If an employee encounters sexual harassment or bullying and harassment in the workplace, either involving that employee or other employees, from supervisors, fellow employees, clients or non-employees, the employee shall:
  - a. Make it clear that the behavior is offensive.
  - b. Report the incident(s) in written form, if possible, to the superintendent.
  - c. Refrain from discussing the issue elsewhere while the matter is under investigation.

2. If an allegation involves one of the Conference officers, the matter should be reported to one of the other Conference officers as well as the superintendent.
3. The Conference takes allegations of sexual harassment and harassment and bullying very seriously. When a complaint is made in good faith and not maliciously: (a) the superintendent will, to the extent reasonably possible and as required by the law, keep the matter confidential and private in accordance with these policies; and (b) there shall be no retaliatory action against the employee making the report and the superintendent will not condone or tolerate any retaliatory action against the employee making a complaint by any other employee.

#### **2.14.6 Third-Party Reports**

The duty to report includes instances of sexual harassment or bullying and harassment that is observed but that does not directly involve the employee. All employees who are aware of incidents of sexual harassment or bullying and harassment in the workplace are responsible for reporting such incidents to the superintendent or a Conference officer.

#### **2.14.7 Investigation**

1. The superintendent shall keep any information received strictly confidential, except as necessary to investigate or rectify the matter or as may be required by law or the principles of natural justice.
2. The superintendent shall refer the matter to the Harassment Committee to confidentially investigate the complaint promptly. If there is not then a Harassment Committee in place, the superintendent shall appoint a Harassment Committee which may be comprised of or include persons not then employees of the Conference. No person involved in the complaint as a complainant or person accused, or their family members, shall be a member of the Harassment Committee.
3. The Harassment Committee shall confidentially consider and investigate the complaint, under the direction of the superintendent. It shall maintain notes and records of statements of witnesses, but these shall be kept strictly confidential, to the extent permitted by law, as they contain personal employee information. The members of the Harassment Committee will not discuss the matter with any person other than the superintendent.
4. While the Harassment Committee is investigating the complaint, the superintendent, in consultation with other Conference officers, may take interim steps and measures to reduce the risk of sexual harassment or bullying and harassment and to allow the work of the Harassment Committee to be unbiased, but not such interim steps and measures shall predetermine the conclusions of the investigation.
5. The determination of whether or not a particular action constitutes sexual harassment or bullying, and harassment shall be made from the facts on a case-by-case basis. The Harassment Committee shall report on its findings to the superintendent only.
6. The superintendent shall then consult with the other Conference officers concerning the report of the Harassment Committee, except if one of the Conference officers was involved in the complaint.

#### **2.14.8 Action**

1. If sexual harassment or bullying and harassment is established, the superintendent will take prompt corrective action.
2. Depending on the severity of the act, the discipline may range from a written warning (a copy of which is placed in the offending person's personnel file) to immediate dismissal.
3. If the person accused of sexual harassment or bullying or harassment is not an employee, the superintendent will take appropriate measures to prevent that person from causing such harm in the future.

## 2.14.9 Malicious Allegations

Although the Conference urges individuals to report alleged sexual harassment and bullying and harassment, malicious allegations can irreparably harm an employee's reputation and limit his/her ability to fulfill responsibilities. Employees who bring malicious, spiteful, or intentionally false allegations of harassment will be subject to appropriate disciplinary action.

## 2.14.10 Sexual and Other Misconduct (Includes Online Conduct)

1. Employees are expected not to engage in any activity or opportunity for personal gain, benefit or pleasure that is inconsistent with the religious objectives of the Seventh-day Adventist Church or in any way interferes with his/her employment obligations and duties.
2. In accordance with the teachings of the Seventh-day Adventist Church, employees are expected to treat everyone with whom they come into contact, both on and off duty, with dignity and respect.
3. In the course of regular employment duties, Conference employees will come into contact and interact with members of the public, members of the church and others. This includes students, other children, elderly people, those with mental and physical disabilities and others who may be vulnerable in some way. Employees are expected to act to protect such persons and avoid any behavior that is or could be seen to be abusive, exploitative or harassing of any person, and in particular, any person who is vulnerable.
4. Employees must avoid any form of sexual contact or invitation to sexual contact with any person contrary to the teachings of the Seventh-day Adventist Church, including but not limited to: (a) any sexual contact or invitation to sexual contact with persons over whom the employee is in a position of trust, power or authority (regardless of whether there is consent); (b) any intentional use of force or threat of use of force involving any form of sexual activity.
5. Allegations of sexual misconduct that may amount to an offense under the *Criminal Code* or other statute will be reported to the police and/or other authorities as appropriate. This is in addition to any discipline that may be taken by the Employer with respect to the Employee's employment.
6. Employees that have any reason to believe that a child needs protection because that child has been, or is likely to be, harmed physically, sexually abused or exploited, neglected or deprived of adequate care (including health care), emotionally harmed, or otherwise subjected to conditions that endanger his or her health or safety is expected to report the matter as required by the [Child, Family and Community Service Act](#).
7. All employees are required to complete the "Sexual Abuse - Reclaiming Hope" online course on Adventist Learning Community (ALC) within 90 days of employment with the Conference and notify the Office of Education.
8. Please refer to the Child Abuse and Neglect Policy for Employees (*SDABC OE K-12 Board approved policy #21-39*)

## 2.15 Travel Policies

### 2.15.1 Air Travel

When traveling by air, reimbursement will be made according to the following:

1. Only when flying by commercial airlines
2. The lowest economy fare for advanced bookings
3. Travel that is authorized and substantiated by a receipt.

### **2.15.2 Automobile Insurance**

1. Every employee who is required to use their private vehicle for Conference business more than six (6) days per month must have it insured with the Insurance Corporation of BC (ICBC) as BUSINESS USE.
2. All vehicles used for Conference business at any time are required to have third-party liability insurance at a minimum of \$3,000,000.

### **2.15.3 Automobile – Special Travel**

1. Where travel allowances are paid for travel exceeding one day, the allowances are calculated on the basis of traveling a minimum of 800 km per day by the most direct route.
2. Special Travel requested by Conference administration, e.g. travel to workers' meetings, teachers' conventions, etc., will be calculated at the non-business travel rate.

### **2.15.4 Automobile Travel Allowance**

1. Travel is to be reported in kilometers (To convert miles into kilometers, multiply miles by 1.61). Automobile travel reimbursement rates for employees who are required to insure their vehicle as BUSINESS USE, including principals, departmental directors, and assistants, will be reimbursed at the business travel rate.
2. All other Conference employees' automobile travel reimbursement will be at the non- business travel rate.
3. Employees transferring to the Conference from another employer in the denomination in Canada will have the annual travel limits coordinated with the travel for the previous employer.
4. Certain employees are subject to limits in automobile travel, which qualifies for reimbursement. Such limits are arranged individually with these employees.
5. One-way or round-trip travel from the employee's home to his/her place of employment (e.g. office employee to the office, pastor to the church, teacher to the school, etc.) is not reportable for reimbursement.
6. When traveling by automobile, reimbursement will be made for actual cost of highway and ferry tolls for employee and spouse, when travel is authorized and substantiated by a receipt.

### **2.15.5 Lodging**

1. Actual lodging expenses are fully reimbursable when submitted with receipts.
2. When an employee lodges in a member's private home rather than a motel or hotel, a gift or payment may be given and reported for reimbursement without a receipt. The standing allowance for lodging is \$40 per day.

### **2.15.6 Per Diem**

The per diem rate is \$17.00/meal to a maximum of \$51.00/day.

### **2.15.7 Rental Cars**

1. Rental cars should be used by employees when it is cost effective to do so. There will be times when it is more cost effective to have the employee use his/her personal vehicle for business travel.
2. Reimbursement will be made for actual costs, including rental, gasoline, and insurance coverage.
3. It is mandatory that optional collision coverage be obtained if the credit card used in the rental does not provide this coverage.

4. It is the responsibility of the employee renting the vehicle to understand and abide by the policies and restrictions in the rental contract.

## 2.16 Social Networking

Social networking (including, but not limited to, Instagram, SnapChat, LinkedIn, YouTube, Facebook, Twitter (X), blogging, wikis, etc.) has become a part of everyday life in the 22nd century and provides powerful communication tools that can have a significant impact on both personal and professional reputations. Because it is easy for the lines between work and personal life to become blurred in these areas, the following SDACC general policies and guidelines apply at the SDABC Conference.

It is understood that employees are expected to follow the same behavioural standards online as they would in face-to-face contexts. All conduct should be consistent with the mission, purpose, and values of the SDA Church.

Policies for all social media sites, including personal sites and email:

1. Employees must protect confidential and proprietary information.
  - a. Employees are not permitted to share personal information about their employer, fellow teachers, students, student's parents, or student's family members online without their express written permission.
  - b. Employees are not authorized to use church or school logos on personal sites or posts.
2. Employees must comply with all laws and regulations, paying particular attention to laws governing intellectual property rights including copyrights and trademarks.
  - a. Employees must not post student work or pictures with students in them without permission from the student (if the student is older than the age of majority in his/her province) or his/her parents (for those not yet older than the age of majority).
  - b. Employees are expected to be aware of and obey the Terms of Service outlined by any social media platform.
3. Employees are expected to respect their employer's time and property.
  - a. Social media activities must not interfere with work commitments.
  - a. All communication transmitted from and residing on work on computers is considered company property and may be monitored or viewed by the employer without the employee's consent.
  - b. Security warnings and pop-ups must be heeded. Viruses are often spread through social networking sites and could cause serious damage to school equipment. Appropriate virus protection software and spyware should be installed on all school equipment.
2. Employees are legally responsible for anything they write or present online.
  - c. Violation of law can result in legal action.
  - d. Violation of law or policy can result in disciplinary action up to and including termination.

Best practices to protect both employee and employer:

1. Individuals should think twice before posting.
  - a. Anything posted on the Internet is permanent; content that would not be shared with a member of the media should not be posted online.
  - b. Caution should be used when linking to content; redirecting to another site may imply an endorsement of its content.
  - c. Individuals are advised to stick to the facts and to remember that comments, online or otherwise, can be taken and used out of context.
2. Professional conduct must always be maintained.
  - a. Teachers are role models and as such, are held to a higher degree of personal standards.

- b. All student-teacher communication in particular must be strictly professional. Parents should be included in all online communication between students and teachers.
  - c. The posting of content (including pictures) reflects the individual and his/her employer. Attention should be given, not only to what is posted, but to the tone and presentation of the content.
  - d. It is strongly recommended that employers of educational personnel include in their employment contract a clause that states that disciplinary action up to and including termination will be taken if employees or volunteers make inappropriate public comments.
3. Employees should identify their views as their own.
- a. A disclaimer such as “The postings on this site are my own and do not represent the views or opinions of my employer” can help protect both the employee and the employer.
  - b. Such a disclaimer, however, does not by itself exempt an individual from personal responsibility, legal liability, or employment consequences for illegal or inappropriate conduct online.
4. Privacy settings and security alerts are important.
- a. Teachers in particular must consciously maintain the same professional distance from their students online as they do in person.
  - b. Usernames and passwords should not be shared with anyone except as directed or required by the employing organization.

# CHAPTER 3 – THE TEACHER

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## 3.1 Professional Ethics

Christian teaching is a profession especially designed to help prepare young people, for participation in society and specifically in their communities. Education is intended to equip them with the Christian world view and strengthen their ability and inclination to live under the authority of Jesus Christ as Lord of their life. The degree of success in the teaching profession, and the impact of the teacher's contributions, will be proportionate to the teacher's professional preparation/development, personal behaviour, and professional ethics.

The SDA Christian educator must demonstrate their responsibility to:

### Church

- 2 Adopt and promote a lifestyle that incorporates principles and practices consistent with those associated with active membership in the SDA church.
- 3 Have a high sense of loyalty to the aims and ideals of Christian education, particularly to the philosophy of education upon which the SDA system of schools has been built.
- 4 Recognize the right of equality of opportunity of all according to their ability, without discrimination on account of race, sex, religion, etc.
- 5 Strive for excellence in teaching methods and techniques, always for the purpose of providing more effective service to students.
- 6 Regard Christian teaching as a sacred calling.

### Colleagues

- By giving encouragement and moral support to colleagues on the school staff.
- By giving due recognition to lines of authority, to duties and responsibilities assigned to other staff members, and to responsibilities and functions of administrators.

### Students

- By recognizing the obligation to meet promptly and faithfully all appointments with classes, with individual students, and with student groups.
- By cultivating friendly relationships with students avoiding undue familiarity.
- By allowing students the freedom to express their views and by giving careful and objective consideration to their opinions.
- By holding in professional confidence the ideas, needs, weaknesses, and failures of students.
- By refraining from discussing the teacher's personal problems with the students.

### School

- By demonstrating loyalty to the school by observing its regulations and policies.
- By participating in the activities and programs sponsored by the school and by accepting and fulfilling such responsibilities as may be assigned.
- By refraining from discussing confidential or official information with unauthorized persons.

This list may be updated or modified by the authority as the need arises.

In addition to the professional ethics standards from the SDACC Education Code teachers employed by the BC OE are also accountable to the codes of ethics of the BC College of Teachers and the BC MOE Independent Schools Branch. Teachers

are governed by the SDACC Education Code professional standards as well as the professional standards of the bodies that have issued their teacher certification.

### **3.2 Hours on Duty**

The teacher is expected to be present at the school at least 30 minutes before school begins and remain at the school for at least 30 minutes following the close of the school day. It is during this time that the teacher interacts with parents, welcomes students, puts the finishing touches on the day's plans and networks with the educational team. If it is necessary for the teacher to leave the premises during school hours, permission must be secured from the principal (or in a small school from an authorized individual) whose duty it will be to provide adequate supervision during the time the teacher is absent.

It is not the responsibility of the teacher to provide for childcare outside of school hours. However, supervision of students is crucial, and the local school board should develop a plan to ensure that students are supervised before and after school.

### **3.3 Attendance at Meetings**

It is the responsibility of the teacher to attend morning faculty workshops, faculty meetings, Home and School/PAC (Parents Advisory Committee) events, teachers' conventions, and other meetings scheduled by the principal and the SDABC OE.

### **3.4 Teacher Absence**

The SDABC makes provision for leaves concerned with bereavement, illness, personal reasons, jury duty and leave of absence. (See *"Compassionate Care Leave" Section 2.5.3*)

If an absence is anticipated the principal should be notified as early as possible in order that arrangements for a substitute may be made. Principals or teachers who are the sole employee in a school should notify the school board chairperson. In the case of unexpected illness, the proper individual should be notified not later than seven o'clock on the morning of the absence. Notification of intent to return to work should be given as early as possible preceding the day of return.

To adequately support the work of a substitute teacher the following are to be kept in readiness:

1. Current lesson plans or special plans for the substitutes organized in an easily accessible form such as a file, box or notebook.
2. Daily register in which the substitute will make entries in pencil.
3. Daily schedule.
4. Teachers' editions and answer keys of textbooks and workbooks.
5. Adequate amount of activities to keep the students occupied throughout the day.

The following information should be organized in a substitute file, folder, or box:

1. Current seating chart and instruction group arrangements.
2. List of special supervisory duties.
3. Guidelines for the system used for correcting papers.
4. List of classroom and school standards.
5. Outline of student responsibilities in routine matters.

6. Procedures for excusing students from the classroom for recess, lunch, restroom, close of school day and emergency drills.
7. Information regarding provision for students who have special problems such as medical needs or exemptions.

## **3.5 Teacher Load**

### **3.5.1 Elementary**

The recommended load for an elementary teacher (grades one to eight) is one to four grades. On occasion in small schools, it may be necessary for a teacher to teach up to six grades. Where this kind of overload becomes a necessity, an appropriate amount of teacher assistance must be provided.

### **3.5.2 Middle School**

Five subject preparations per day and six to seven teaching periods will generally constitute a teaching load for a junior academy teacher. In a departmentalized program, the major elementary subject areas and secondary subjects are to be considered equivalent when determining teacher load. Supervisory and co-curricular duties will be assigned by the principal as part of the teacher's professional responsibilities.

### **3.5.3 High School**

A secondary teacher's load generally consists of five class preparations and six teaching periods per day with extra-curricular activities as assigned by the principal. Three semester courses per semester should be the maximum teaching load for teachers in that type of system.

## **3.6 Outside Employment**

"Conference/mission and institutional employees shall refrain from any sidelines, business or activity, either denominational or extra-denominational, which has the effect of diminishing their influence and/or infringing on the time and efficiency of the work to which they are assigned." *(NAD Working Policy Y0605)*

The concept here is a need for balance in a person's life. Teaching is a calling to which one commits their life energies and focus. Most teachers find it an all-consuming work. Without infringing on other aspects of their life such as family or personal time the teaching job will usually more than fill the time available for work without the addition of other part-time work.

A teacher must not accept pay for performing tasks normally considered part of the job description. Example: Tutoring a student in any subjects in which the teacher is responsible for giving classroom instruction to that student. Additionally, a teacher may not take advantage of a professional position to profit from the sale of goods or services to his or her students or families.

*(SDABC OE K-12 Board approved policies #07-24 & #07-25)*

### 3.7 Promotion of Personal Business in the Workplace

This policy aims to ensure that all school staff maintain professional integrity and avoid any conflicts of interest that could influence their interactions with students and their families. This policy applies to all employed or contracted teachers, administrators, support staff, and on-call staff by the school. This policy will be reviewed annually and revised as necessary to ensure it continues to meet the needs of the school community.

Staff members are in positions of trust and influence over students and their families. To maintain the highest standards of professional conduct and ensure a fair and unbiased educational environment, staff must not use their positions to promote personal business interests or solicit business from students and their families.

#### Guidelines

1. **Personal Business Promotion:** Staff members must not advertise or promote their personal businesses, services, or products (e.g., photography, tutoring) to students or their families. This includes distributing business cards, flyers, or other promotional materials during school hours or on school premises.
2. **Recruitment and Solicitation:** Staff must not recruit students or their families for their personal business ventures. Any form of solicitation, whether verbal or written, is strictly prohibited within the school environment.
3. **Use of Influence:** Staff must avoid any behavior that could be perceived as pressuring students or their families to support their personal business activities. Relationships with students and their families should remain professional and focused on educational outcomes.
4. **Reporting Conflicts:** Staff members must disclose any potential conflicts of interest to the school administration. Failure to disclose conflicts of interest may result in disciplinary action.

### 3.8 Professional Attire

As professionals, teachers are aware of the values and norms of their local community and recognize that their dress often communicates as much about the role of teaching as do their words and actions. A teacher's personal appearance says a great deal about teachers' attitudes towards their profession, their community, their school, their church, and even themselves. Whenever a teacher meets with students, parents, or the community as a representative of the school and the profession, it is expected that special attention should be given to determining appropriate attire and grooming. Teachers will take particular note of the potential for different community expectations when moving to a new community or school.

### 3.9 Professional Certificates

Church and school groups tend to know each other very well and your business will quickly become theirs. Never discuss your student's school progress with anyone other than their parents, guardians or authorized educational personnel.

There may be frustrations related to teaching, classroom management, and relationships with parents and students that you feel you need to discuss with someone. Choose your confidants carefully. Developing a professional trust with another teacher, a pastor or the superintendent could be the best support system for you to have - especially when you need a safe "sounding board" for discussing things that need to be kept very confidential. The Conference provides access to telephone support services through Ministry Care Line for all its full-time Conference employees and their immediate family members. The Services provided through Ministry Care Line include access to ordained ministers, counselors and licensed psychologists trained in specific areas including marriage and family counseling, life coaches and addictions recovery.

There may be times when you need financial counsel. It would be better to see a financial advisor provided by your own Bank or Credit Union than to talk to someone in your local church.

### 3.10 Handling Conflicts

In the teaching profession it is inevitable that differences of opinion and understanding will arise. The teacher and school staff will find that most issues can be resolved by following the principles of conflict resolution that Jesus Himself taught in Mathew 18. In the teacher’s communications with students, parents, fellow staff members and constituents our first goals are to understand the nature of the concerns raised and making sure that we understand. Listening for understanding should be followed by a joint discussion of possible solutions.

When teachers encounter a problem in their professional role with students, parents or members of the constituency, it is essential that they apply the principles of Matthew 18. Typically, the teacher will:

- Implement the Matthew 18 principle.
- Approach the individual with whom they have a problem or complaint.
- If the problem has not been resolved through one-to-one discussions the teacher meets with the principal who will review the steps that have been taken in an effort to resolve the problem and offer the teacher advice in the next steps to be taken.
- In a one teacher school where there is no principal to talk to about this process contact the superintendent.

Occasionally the teacher many find that a problem arises in which the source of the complaint is the principal of their school. In this case the teacher will:

- Implement the Matthew 18 principle.
- Approach the principal for the purpose of identifying and resolving the problem.
- If the problem has not been resolved through one-to-one discussions the teacher should contact the superintendent at the OE who will review the steps that have been taken in an effort to resolve the problem and offer the teacher advice on the next steps to be taken.

Matthew 18 Applied To Conflict Resolution	
Teacher – Interpersonal Conflict (Student, parent, church member, non-education employee)	Teacher – Principal Conflict
<ol style="list-style-type: none"> <li>1. <b>The teacher</b> speaks with the person concerned.</li> <li>2. When this discussion fails to resolve the problem, the teacher approaches the principal.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>The teacher</b> speaks with the principal.</li> <li>2. When this discussion fails to resolve the problem, the teacher approaches the superintendent.</li> </ol>
<p><b>The principal:</b></p> <ul style="list-style-type: none"> <li>• Reviews the process followed</li> <li>• Councils the parties on the next steps in the process.</li> </ul>	<p><b>The superintendent:</b></p> <ul style="list-style-type: none"> <li>• Reviews the process followed</li> <li>• Councils the parties on the next steps in the process.</li> </ul>
<p><b>APPEAL PROCESS</b>            After all Conflict Resolution steps have been taken:</p> <ul style="list-style-type: none"> <li>• see Appeal Procedure Policy</li> <li>• see Appendix H - Appeal Procedure Form on OE website under Employee Resources/Handbooks</li> </ul>	

## 3.11 Professional Development

The teacher is encouraged to participate in professional growth opportunities such as seminars, conventions and professional visitation days. Consult with the SDABC OE for policies on attendance and financial reimbursement.

### 3.11.1 Professional Subscriptions

Each teacher may access the *Journal of Adventist Education* digitally. In addition, the Conference subsidizes \$50 per teacher per year for professional magazines or membership in a professional association. It is suggested that the school or teacher order the magazine or subscribe to the association and submit an invoice to the SDABC OE for reimbursement.

### 3.11.2 Seminars and Workshops

Personal requests by teachers to attend continuing education seminars and workshops not required by the employer must receive **prior approval** from the principal, the local school board and the superintendent. All approved costs will be shared equally by the teacher, the school, and the OE.

### 3.11.3 Summer Financial Assistance for Certified Personnel

Teachers or principals employed in the SDACC may attend summer school at Burman University without payment of tuition upon authorization by the superintendent of education and the SDACC Director of Education. This benefit applies toward courses needed for upgrading denominational/provincial certification and/or a master's degree, provided they are taken at through Burman University or an approved SDA post-secondary institution.

#### Required School Attendance

All teachers holding Conditional Certificates shall be required to secure a minimum of six semester/ nine quarter hours of course work during each year which must apply towards the requirements for the Basic or Standard Certificate.

#### Eligibility:

1. Any K-12 full-time Conference teachers. Courses and programs should be approved by the SDACC.
2. Part-time teachers, teachers beginning employment for the following school year, spouses of attending full-time teachers, etc., may in some cases be considered eligible to take classes and/or receive other financial assistance. Those wishing to request financial assistance under for this provision should submit their request through the BC OE.

*(Note: Teachers wishing to take courses should apply directly to Burman University according to their admission policies. Send a copy of the Burman University application to the BC OE. At the end of the summer, Burman University will provide the SDACC office with the names of teachers who attended and their credits.)*

### 3.11.4 SDA Teachers' Conventions

From time-to-time, teachers will meet for Teachers' Convention at a time and location to be arranged by the superintendent. Teachers' Convention is an important and essential component in keeping the teacher aware of the changing professional climate, legal requirements and employer services and expectations.

Attendance at SDABC Teachers' Conventions and In-Service events is required unless specifically designated otherwise. It is expected that all teachers and administrators will arrange their schedules so that they will have time to attend the full convention.

### **3.11.5 Conventions – National Non-SDA**

In the interest of fostering professional growth, authorization may be granted to certificated personnel to attend national non-Seventh-day Adventist education meetings at least every three years.

### **3.11.6 Public/Christian School Conventions**

Many teachers in the Conference have benefitted from the professional growth activities offered by the public-school districts/divisions. Personal requests by teachers to attend continuing education seminars/workshops not required by the employer must receive **prior** approval from the principal/teaching principal, the local school operating committee and the superintendent. All approved costs will be shared equally by the teacher, the school, and the BC OE.

Requests for financial aid to attend national non-SDA conventions or public/Christian school conventions should be forwarded to the superintendent's office at the OE for pre-approval. Requests will be considered in the light of the existing funds available, and the number of requests received for the year.

## **3.12 Professional Growth Plans**

A professional educator's relationship to the teaching profession is marked by an intentional approach to maintaining currency in teaching practice and developing or emerging trends in knowledge and research. It is expected that teachers have a formal plan for personal professional growth that forms the basis of their self-directed study and choices for continuing education. A teacher's personal Professional Growth Plan provides the basis for dialogue with colleagues and supervisors of instruction. The Professional Growth Plan is a valuable tool in the teacher's mentoring and coaching relationships.

Professional Growth Plans should be reviewed and updated annually, and a copy of the plan maintained by the teacher in their personal portfolio.

# CHAPTER 4 – BEFORE THE SCHOOL YEAR BEGINS

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In order to enjoy a successful school year, careful planning is necessary prior to the beginning of the new school year. At the end of June prior to beginning the summer's activities, consider what needs to be accomplished during the summer to be ready for the upcoming school year. If maintenance work is required, notify the principal. If special resources are needed, order them. In other words, check off as many items for the upcoming year as you can so that you're not running out of time when school resumes.

## 4.1 Report for Duty

The date you need to report for duty is stated on your Terms of Employment. Failure to report on this date without prior approval from the SDABC OE is a violation of your Terms and may result in financial consequences. Teachers should not expect to receive pay for days for which they fail to report.

## 4.2 Pre-First Day School Activities

New teachers may want to arrive in the school community well before the date when they are to report for duty. Becoming acquainted with the school staff and being visible in the local church contribute to a positive first impression. Work with the principal or board chair in recruiting prospective students.

All teachers will report for duty at the school on the morning of the date specified in the *Terms of Employment* and will use this time, prior to the date when classes begin, to perform tasks such as the following:

1. Meet all faculty appointments and participate in professional growth activities arranged by the principal and/or the SDABC OE. Absence from pre-school meetings at the school level requires prior approval of the principal.
2. Become familiar with these documents: Employee Handbook, NAD Education Teaching Standards, Professional Standards for BC Educators, NAD Curriculum Guides, BC MOE Curriculum Guides,
3. Become acquainted with materials such as the SDACC Education Code, the NAD Lifeline: A Handbook for Small School Success, teacher editions of textbooks to be used, and other teacher materials. Looking over the Manual for School Boards of SDA Schools is also useful.
4. Organize files, materials, and equipment.
5. Plan weekly/daily class schedules.
6. Consult the SDABC OE website for already developed Course Overviews which can be adjusted as needed. Develop long-range course overviews for all other subjects you are teaching.
7. Prepare weekly/daily lesson plans.
8. Plan displays, bulletin boards, and centres so the classroom will provide an attractive and stimulating learning environment.
9. Organize a calendar of events for the year which includes service-learning activities, field trips, class parties, etc.

## 4.3 Calendars, schedules and School Year Calendar

The school year calendar is adopted by the SDABC K-12 Board of Education and is to be adhered to by each local school for reasons of unity and administration. The SDABC OE recognizes that conditions affecting a school year

calendar may vary in different communities; therefore, local changes to the Conference OE calendar must be approved by the superintendent according to the following process:

1. Any request by a local school to deviate from the approved Conference calendar should be submitted to the BC OE after approval by the local school board. The deadline for these requests is April 1.
2. Each requested change should be accompanied by the rationale for the change.
3. Requests should not result in a school year with fewer than the required minimum number of teaching days/instructional hours nor create significant problems for the school system as a whole.

#### 4.4 Scheduling Off-Campus Activities

The principal or teaching principal should schedule the events of the school year so that off-site trips and other events which interrupt classroom teaching are spread over the entire year and not concentrated during the closing months or days of school (See OE website for Field Trip forms).

#### 4.5 Weekly and Yearly Time Requirements

The elementary school schedule should meet or exceed the following time requirements represented in the Instructional Time Allotments Recommendations Chart. The following is a comparison of SDABC OE and BC MOE time requirements :

##### 4.5.1 Time Requirements Comparison

Grades	BC Conference	Province of British Columbia
K-12	<ul style="list-style-type: none"> <li>Yearly instructional days = 185 (191 days in session)</li> <li>Note: At least 600 hours of instruction before May 15 are required to qualify for government funding.</li> </ul>	<ul style="list-style-type: none"> <li>Yearly specified number of days = 185</li> <li>Note: At least 600 hours of instruction before May 15 are required to qualify for government funding.</li> </ul>
Half-day K	<ul style="list-style-type: none"> <li>No minimum required</li> <li>Usually 635 min/wk (10.6 hrs/wk or 392 hrs/yr)</li> </ul>	<ul style="list-style-type: none"> <li>450 hrs/yr minimum (12.2 hrs/wk)</li> </ul>
Full-day K	<ul style="list-style-type: none"> <li>Usually 1200 min/wk (20 hrs/wk or 740 hrs/yr)</li> </ul>	<ul style="list-style-type: none"> <li>850 hrs/yr minimum</li> </ul>
1-3	<ul style="list-style-type: none"> <li>1200 min/wk (20 hrs/wk minimum or 740 hrs/yr)</li> </ul>	<ul style="list-style-type: none"> <li>850 hrs/yr minimum</li> </ul>
4-6	<ul style="list-style-type: none"> <li>1650 min/wk minimum (27.5 hrs/wk minimum or 1018 hrs/yr)</li> </ul>	<ul style="list-style-type: none"> <li>850 hrs/yr minimum</li> </ul>
7-9	<ul style="list-style-type: none"> <li>1800 min/wk minimum (30 hrs/wk minimum or 1110 hrs/yr)</li> </ul>	<ul style="list-style-type: none"> <li>850 hrs/yr minimum *</li> </ul>
10-12	<ul style="list-style-type: none"> <li>Varies with number of courses taken</li> </ul>	<ul style="list-style-type: none"> <li>Varies with number of courses taken</li> </ul>

**Note:**

- The 850-hr minimum/year considers the five core subjects specified by the MOE, but not the entire curriculum offered by our schools.
- The Friday schedule may be adjusted, providing the weekly time requirements are met.
- A 30-minute recommended lunch period is not included in instructional time.

#### 4.5.2 Daily Schedule

A daily schedule should be firm enough to provide a pattern for the day's activities and yet flexible enough to allow for unexpected instructional needs and opportunities. Activities should be alternated between interactive and individual work such as drill, study, research, project learning, and creative expression. A daily schedule should be posted and clearly visible in the classroom.

Larger schools may rotate schedules for teacher supervision during faculty worship, lunch time, and after school.

#### 4.5.3 Traditional Time Allotment (Denominational)

Sample schedules for teachers in small schools are located in the *NAD Lifeline: A Handbook for Small School Success*. All schedules need to be adjusted to meet BC MOE requirements.

#### 4.5.4 Block Time Schedules

As teachers correlate subject areas in an integrated approach to instruction, time allotments for each subject may not be specifically defined. However, it is important that students receive quality instruction which includes the essential elements from all subjects required in the elementary curriculum. Since there are a variety of approaches to integrated instruction, teachers should notify the SDABC OE as to the basic outline of the integrated program to be implemented.

Subject	Grades 1-4	Grades 5-8
Worship	15 min daily	15 min daily
Language Arts block (Reading, grammar, phonics/word study, vocabulary, spelling, handwriting*)	625-875 min/wk	550-775 min/wk
Cultural Studies block (Bible, Social Studies, Arts Education – music, visual arts, drama), 2 <sup>nd</sup> language*** **Practical arts	330-465 min/wk	470-570 min/wk
Science	60-120 min/wk	150-200 min/wk
Math	30-45 min/day	45-60 min/day
PE/DPA	180 - 210 min/wk	210 + min/wk

**Note:**

- \*Handwriting instruction is not required for gr. 8
- \*\*Elective for grade 8
- \*\*\*Required for gr. 5-8 only
- Technology will be integrated into most subjects.

#### 4.5.5 Small School Schedules

Sample schedules (will need to be adjusted for BC requirements) for teachers in small schools are located in the *NAD Lifeline: A Handbook for Small School Success*.

## 4.6 Kindergarten Entry Age Policy

The Independent School Act, section 1(2) says this: “A person shall be deemed to be of school age at the beginning of a school year if the person will have attained the age of five or more years on or before December 31 of that school year and the person shall be deemed to continue to be of school age until the end of the school year in which the person attains the age of 19 years. [Kindergarten starting age by December 31 will be 5-7 years of age.]”

*(SDABC OE K-12 Board approved policy #08-14)*

## 4.7 Student Transfers

### 4.7.1 Students from Other Schools

Prior to the enrolment of a transferring student, the new school should contact the former school to review relevant academic, behavioural, and financial information. Obtaining this input will enable the new school to make an informed decision concerning the transferring student.

A transfer student is to be tentatively assigned to a grade on the basis of the most recent assessment information available. Student records should be requested immediately from the school from which the student has transferred. If a question arises regarding the student’s level of achievement, further evaluation will be made to clarify grade placement. The evaluation may include standardized tests as well as other forms of assessment.

Applications for all students must receive local Admissions Committee or school board approval prior to enrolment. The principal and/or designated teachers will conduct an initial screening, submitting the student’s name and pertinent information for review by the Admissions Committee or school board. In some instances, it may be appropriate to accept the incoming student on a trial basis.

### 4.7.2 Transfer Students from Home Schools

In admitting new students into our SDA system from home schools, the following guidelines should be helpful:

1. The transferring student should be assigned temporarily to a grade based on the recommendation of the parents or an evaluation from a previous teacher.
2. Tests such as CAT4 or WRAT4 may provide necessary academic screening. (The local school board should establish a nominal fee for this service.)
3. Consider the student’s age, physical, and social development.
4. Consider using the grade-level textbook tests in math and reading to assist with grade placement.

## 4.8 Student Placement

Students should usually be placed with their same age mates. Appropriate placement of the student is a fundamental principle of education. This principal takes into consideration the academic achievement, skills, abilities, and actual performance of the learner, as well as his/her social, physical, and emotional readiness.

Placement will be determined by the principal, in consultation with the parents and teachers, and based on the student’s needs and current educational status. The following will be considered when determining the academic placement of a student.

- Provincial requirements
- Academic transcripts
- School and teacher assessments of academic achievement
- Emotional, physical and social development
- Age

#### 4.8.1 Reading Placement for Lower Elementary Students

Knowing a student’s abilities in comprehension, fluency, and word attack strategies is helpful in crafting a successful reading program. At the beginning of the school year, all lower elementary students (gr. 1-4) should be given a quick assessment to determine independent reading level (95% + accuracy), instructional reading level (90-94% accuracy, and frustration level (below 90% accuracy). Any basic reading inventory can be used. The *Basic Reading Inventory* by Jerry Johns ([www.kendallhunt.com](http://www.kendallhunt.com)) is an individually administered informal reading inventory. Running records (e.g. [www.readinga-z.com](http://www.readinga-z.com)) is another way to track reading level progress.

### 4.9 Registration

The teaching principal and/or school board chairperson in a small school is responsible for organizing the registration procedures. In larger schools the principal will be in charge and will assign certain responsibilities. In general, the procedures are as follows:

1. The parents and student are to complete an Appendix B - Pupil Registration Form on OE website under Employee Resources/Handbooks.
2. The parent or students are to complete an Appendix B - Legal Residency of Parent (Form A) or Appendix B- Legal Residency of Parent (Form B – if parents are deceased) on OE website under Employee Resources/Handbooks.

### 4.10 Student Attendance

School attendance is a joint responsibility of the home and the school. Parents should be encouraged to notify the school of any immediate or anticipated student absence. In cases where arrangements have not been made, **it is the responsibility of the school to notify the parent of this absence within the first hour of the school day.**

The school’s student count (which qualifies it for provincial funding) can only include students who have attended 600 hours of instruction between July 1 and May 15.

### 4.11 Students Leaving School Premises

Students are not to be permitted to leave the school premises at any time during regular school hours, including recess or lunch time, without a request in person or in writing from the parent, guardian or other authorized person. The school does not have the authority to release the student to any individual not designated by the parents or guardians.

## 4.12 Guidelines for Maximum Class Policy

The following are the guidelines for maximum class size:

	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Single G1-3											Transitional phase	Transitional phase	Transitional phase	Transitional phase	Transitional phase	Transitional phase	Transitional phase	Transitional phase	Transitional phase	Transitional phase
Single G4-6															Transitional phase	Transitional phase	Transitional phase	Transitional phase	Transitional phase	Transitional phase
Single G7-9																	Transitional phase	Transitional phase	Transitional phase	Transitional phase
Multi 2 G1-3						VA	VA	VA	VA	Transitional phase	Transitional phase	Transitional phase	Transitional phase	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required
Multi 2 G4-6							VA	VA	VA	VA	VA	Transitional phase	Transitional phase	Transitional phase	Transitional phase	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required
Multi 2 G7-9								VA	VA	VA	VA	VA	Transitional phase	Transitional phase	Transitional phase	Transitional phase	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required
Multi 3 G1-6						VA	VA	Transitional phase	Transitional phase	Transitional phase	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required
Multi 3 G4-9							VA	VA	Transitional phase	Transitional phase	Transitional phase	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required
Multi 4 G1-9				VA	VA	VA	Transitional phase	Transitional phase	Transitional phase	Transitional phase	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required
Multi 5 G1-9			VA	VA	VA	Transitional phase	Transitional phase	Transitional phase	Transitional phase	Transitional phase	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required
Multi 6 G1-9		VA	VA	VA	Transitional phase	Transitional phase	Transitional phase	Transitional phase	Transitional phase	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required
Multi All	VA	VA	VA	Transitional phase	Transitional phase	Transitional phase	Transitional phase	Transitional phase	Transitional phase	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required	Additional Teacher required

	Acceptable Number
VA	Volunteer/Aide help required
Transitional phase	Transitional phase
Additional Teacher required	Additional Teacher required

(SDABC OE K-12 Board approved policy #07-16)

# CHAPTER 5 – THE CURRICULUM

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The foundation of the curriculum in SDA schools is the study of the Bible as the revelation of God. The broad areas of study include Bible, language arts, social studies, mathematics, fine arts, physical education, technology, second language, health/career education, and service learning.

## 5.1 Curriculum Guides

In preparing for instruction the teacher consults the curriculum guides available through the OE and BC MOE websites. These guides are documents which articulate the rationale, goals, major themes or strands, and learning outcomes for each area of study in SDABC schools. These guides provide broad direction for the development of resource materials, textbook selection, classroom instruction, and assessment. In addition to giving direction for planning, curriculum guides also provide a basis for instructional accountability.

In addition to meeting SDA requirements for curriculum, BC Group 1, 2, and 4 independent schools are required to meet the [BC MOE Standards Order for Independent Schools](#). This order requires that all educational programs for kindergarten to Grade 12 for English language arts, mathematics, social studies, science, and second language instruction meet the learning outcomes and instructional hours set out in the applicable education program guides for that course or subject and grade (except for locally developed BAA courses).

## 5.2 Instructional Hours

The minimum instructional time requirements per week are as follows:

Grade	Instructional Hours/Week
K-3	23.75
4-6	27.5
7-9	29
10-12	29

Hours of instruction does not include recesses, lunch, or other scheduled breaks between classes.

*(SDABC OE K-12 Board approved policy #14-47)*

## 5.3 Course Overviews

Teachers' yearly course overviews form an important component of the independent school external evaluation process. Inspection teams must verify that the school's educational program is meeting the learning outcomes of the BC curriculum. Overviews should include the following: teaching time frame, course content, primary resources, teaching strategies/learning activities, assessment indicators, and links to the learning outcomes of the BC curriculum.

## 5.4 Content

### 5.4.1 Religious Instruction

The educational program of the SDA church is unique in its emphasis on Christian principles as the basis of the total curriculum. As a means of assisting students in becoming acquainted with God and to enjoying a growing and loving relationship with Him, a variety of experiences should be provided, specifically designed to contribute to this growth. Among these opportunities are the following:

1. Bible Class - Daily Bible classes for each grade level, using materials published by the NAD OE, are the basis of the religion program.
2. Worship - Each day begins with a devotional period, separate from Bible class. Worship suggestions may be found in various books available for the Adventist Book Centre or other religious bookstores. This time should be as carefully planned to meet students' needs as any other period of the day.
3. Service Learning - Plan a variety of activities which will regularly involve students in service to others. This could be participation in Sabbath School/church services, community clean-up, planning programs at senior citizen homes, etc.
4. Week of Prayer – A week of prayer is to be conducted as part of the religious program at least once each semester. In large schools the principal, in consultation with teachers, arranges for these special weeks. In small schools the pastor may be consulted in planning for the program.
5. Spirit of Prophecy Emphasis – Special emphasis should be given to the prophetic gift of the church. The following materials are available through the [White Estate website: Pathways of the Pioneers](#). In addition, [Review & Herald's Kids View](#). Teachers may choose to use this material at intervals throughout the year or as the basis for a week of special emphasis.
6. Baptismal Classes – Baptismal classes may be conducted for students as part of the school program. The teacher and/or principal, in cooperation with the pastor, arrange for these classes to give students an opportunity to study the beliefs of the SDA Church.

### 5.4.2 BAA Religious Studies Credit

The overarching concerns in delivering courses at the secondary level are the provision of courses that are academically significant, and philosophically consistent with our Christian worldview. BAA courses developed by our school system exist to fill a need and it is the intention of the K-12 Board to arrange the delivery of those courses so that the greatest number of students can access that learning.

Students in the graduation program occasionally enter a school mid-year as a result of family transfers or other factors. Students may also leave a school mid-year for a number of reasons including completion of Grade 12. One of the values we hold is the imperative of continuous enrollment in courses that provide religious instruction during a student's attendance at the schools in the SDA system. BAA courses were originally designed to be taken year long and earn a total of 4 credits toward graduation. To achieve the ideal of continuous enrollment in religious instruction students attending for only half a year may earn half of the usual credit for that course if the appropriate conditions are met.

#### Procedures

- When a student who is enrolled in a four-credit religion course leaves a school he may be awarded two credits provided he has attended and completed the requirements to date and a minimum of 55 clock hours have been provided during that time.
- When a student arrives at a school after the school term's "last day to add a course" has passed and enrolls in a four-credit religion course he may be awarded two credits provided he attends and completes the requirements for the remainder of the course and logs a minimum of 55 clock hours of class instruction for the course.

- Students attending a BC SDA school must be continuously enrolled in a religious studies course.
- Students may not retake part A or part B of a religious studies course for which they have already received two credits to collect the total allowable four credits for the course.
- Schools granting half credits for BAA courses are to report to the Office of Education the names, PEN, and course name of students receiving such credit.

*(SDABC OE K-12 Board approved policy #11-07)*

### 5.4.3 Language Arts

The BC OE has adopted the balanced literacy (K-6), integrated LA (7-8) approach to language arts instruction. Written expression, reading, grammar, vocabulary, handwriting (K-7 is required), spelling, and phonics (primary grades) are taught as part of a cohesive program.

### 5.4.4 Second Language Instruction

BC schools are required to offer a second language to all students in grades 5-8, except those who are exempt (ESL students or those unable to demonstrate learning in relation to expected learning outcomes of a second language course). Normally French will be the second language offered unless the board requests an alternative second language. Refer to Appendix O - Alternate Second Language Application on OE website under Employee Resources/Handbooks.

### 5.4.5 Daily Physical Activity (DPA)

The Act Now BC program the MOE requires schools to implement a program of daily activity to complement the Healthy Schools Initiative with the goal of markedly improving the current and long-term health of young BC students.

In keeping with the SDA traditional appreciation of and belief in healthy living, all schools will implement daily physical activity (DPA) as a mandatory part of the school program.

- Provide 30 minutes of daily physical activity (DPA) for full-day K through grade 7 (15 mins. daily for half-day K students).
- Schools have the flexibility to provide 30 minutes of DPA for students in grades 8-9 or provide students in these grades with options to engage in a minimum of 150 minutes of physical activity per week.
- Students in grades 10-12 will engage in 150 minutes of physical activity per week as part of the Graduation Transition program.
- Physical activity can consist of either instructional or non-instructional activities.

The following elements of the DPA are the responsibility of the local school:

- **Planning:** The planning for implementation of the DPA through scheduling of adequate time per day and per week to meet the prescribed daily and weekly times.
- **Implementing:** The planning and delivery of appropriate activities to meet the Prescribed Learning Outcomes for DPA.
- **Tracking:** Each school will implement a system for tracking student participation and learning outcomes covered.
- **Reporting K-9:** Student performance will be reported using “Meeting Expectations” (suggested as 60% or more) or “Not Yet Meeting Expectations”.
- **Reporting Grades 10-12:** Student performance will be reported using “Meeting Expectations” (suggested as 60% or more) or “Not Yet Meeting Expectations”. The final mark for the course, upon successful completion will be “Requirement Met (RM)”.

## **Student Exemptions**

Medical documents supporting a “modified program” of activity or exemption from the DPA are to be retained on file by the school and are applicable for the current academic year. Schools must provide a list of names of exempted students and the duration of the exemption upon request to the OE.

*(SDABC OE K-12 Board approved policy #11-06)*

### **5.4.6 Keyboarding Skills**

The NAD recommends that all students be proficient in keyboarding by the end of grade 8. Programs are available online ([www.alltherighttype.com](http://www.alltherighttype.com)). Software can also be purchased (*Mavis Beacon Teaches Typing, Type to Learn, etc.*).

### **5.4.7 Multi-Grade Instruction**

Careful organization and lesson planning are critical to successfully teaching multi-grade classrooms. Direct instruction to all classes in all subject areas is impossible every day. Where possible, group classes for instruction in similar concepts and differentiate the daily practice assignments according to grade level. You may wish to use a checklist method of tracking PLOs for each grade/subject area in order to make sure that required areas of each subject are taught.

### **5.4.8 Kindergarten**

Kindergarten is seen as an extension of the Christian home to provide opportunities for children to strengthen habits such as reverence, respect, obedience, self-control, responsibility, etc. and develop motor and perceptual skills.

Schools in the SDABC system offer both half-day and full-day kindergarten. Kindergarten is designed to encourage overall development by learning through exploration and inquiry in a predominately play-based environment.

*Stepping Stones* (2012) is the NAD integrated curriculum designed for K students.

### **5.4.9 Homework**

Homework should be the natural result of a challenging and engaging curriculum. When assigned, homework should serve to reinforce skills already learned and relevant to the concepts that have been presented. Parental help should not be a requirement in completing the assignment. However, when specifying a project, parents and students may be encouraged to work together.

Excessive amounts of homework should be avoided. In general, the time required to complete homework should not exceed the grade a child is in times 10 minutes. (e.g. gr. 2 X 10 = 20 minutes maximum of homework per day)

### **5.4.10 Community Resources**

Bringing community resources into the classroom is an excellent way to connect students and their environment. Many libraries, museums, art galleries, and historical locations will loan materials for classroom use or may have volunteers who will present materials to your classroom.

### **5.4.11 Holidays**

Holidays and special days during the school year provide opportunities for enriching the program. A discussion of the history of the holiday will make the day more meaningful to students. Room decorations, school programs, parties, and other activities should be in harmony with Adventist beliefs. Well-planned Christmas programs will always be Christ-centered and representative of Christian values.

### **5.4.12 Class Parties**

The school staff should formulate a policy concerning class parties which includes number of parties, length, time of day, and types of activities.

## **5.5 Learning Resources Policy and Procedures**

All Learning Resources used in the classroom by any teacher must be approved as level 1, 2, or 3 Learning Resources. All levels of Learning Resources will be evaluated and approved with consideration given to curriculum fit, pedagogy, social considerations, age and developmental appropriateness, as well as the school authority's philosophical, cultural and religious values.

### **5.5.1 Level 1 Learning Resources**

Level 1 Learning Resources are SDABC system-wide grade-based instructional materials and optional textbooks used as Learning Resources in the classroom to meet the core expectations for learning defined by provincial and local curricula. Level 1 Learning Resources will be approved by the SDABC Curriculum Committee.

### **5.5.2 Level 2 Learning Resources**

Level 2 Learning Resources are local school approved Learning Resources designed to partially meet core learning objectives. Level 2 Learning Resources could also be supplementary or complementary resources used throughout a school division (primary, intermediate, middle, senior). These may include individual topic units, videos, and software resources. Level 2 Learning Resources are approved by the principal in consultation with the classroom teacher.

### **5.5.3 Level 3 Learning Resources**

Level 3 Learning Resources are occasional short videos and websites that are considered supplementary or complementary to the educational program. These level 3 resources are to be evaluated using the evaluation criteria in the learning resource approval process by the classroom teacher.

Other than Level 3 Learning Resources, Teachers should only utilize Learning Resources in the classroom that have been formally evaluated and approved. The recommended scope of professional Learning Resources for review includes Primary (Gr K-3), Intermediate (Gr 4-6), Middle (Gr 7-9) and Secondary (Gr 10-12).

#### 5.5.4 Evaluation Criteria

The evaluation criteria used in determining appropriate Learning Resources for the school will include, but are not limited to:

- Supporting the learning standards and outcomes of the curriculum
- Assisting students in making connections between what they learn in school and its practical application in their lives
- Addressing developmental and age appropriateness
- Having effective instructional and technical design
- Meeting the requirements set by copyright and privacy legislation (Personal Information Protection Act)
- Suitability based on the pedagogical, social, philosophical, cultural and religious values of SDABC
- Evaluating Learning Resources from the perspective of pedagogical, social, philosophical, cultural and religious values will
  - encourage understanding and promote positive social attitudes as well as respect for diversity and individual differences
  - ensure that BC students will see themselves and their life experiences, within a free, pluralistic, and democratic society and evidenced in the learning materials they use in their classroom

Learning Resource evaluation will be based on one or more of the following criteria:

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

#### 5.5.5 Approval/Withdrawal of Learning Resources

Approved Learning Resources will be re-evaluated on a bi-annual basis unless they are withdrawn. Level 1 Learning Resource approval is confirmed by a motion(s) passed by the SDABC Curriculum Committee. Level 2 Learning Resource approval will be confirmed with an administrator signature on unit plans and with an acceptable video/software list kept in the school office. Level 3 Learning Resources must be included in unit/lesson plans available to administration.

#### 5.5.6 Appeal of the Approval/Withdrawal of Learning Resources

Challenges to the use of authority approved Learning Resources must be made in writing to the principal and copied to the superintendent, identifying the Learning Resource and stating the reason why the resource(s) may not be suitable.

Appeals will only be accepted from individuals in the school community whose children are directly engaged with the Learning Resource(s), educators who use the Learning Resource(s) or Ministry of Education staff.

Within 14 days of written receipt of a Learning Resource appeal, the principal will convene a meeting of a committee, consisting of the superintendent or designee, an administrator, a parent currently serving on the local school board, and a practicing teacher. The practicing teacher must have at least two years of experience in the grade level(s) and subject area(s) for which the Learning Resource is used.

Based on the committee's recommendation, the authority may dismiss the appeal, raise the awareness of the implications of using the Learning Resource with the teaching staff, communicate with the publisher and/or approve/withdraw the Learning Resource.

The appellant will be notified of the committee's decision in writing within 14 days of the decision.

### 5.5.7 Sources of Learning Resources

Schools may choose to use Learning Resources approved by the NAD OE, the SDACC OE, or the SDABC OE curriculum committee if they fit the curricular needs in BC. In addition, a school may elect, on a fee basis paid by the local school, to use the Education Resource Acquisition Consortium (ERAC) to assist them in choosing or approving Learning Resources. Other available sources of Learning Resources include Teachers Pay Teachers, Open Education Resources, and resources sourced by classroom teachers and approved at levels 2 and 3. The SDABC Office of Education will maintain lists of level 1 Learning Resources and will continually update level 2 and 3 Learning Resources as those Learning Resources are shared with the office by the local schools.

### 5.5.8 Budgetary Allocation for Library and Media

Budgetary allocation for libraries and media should meet or exceed the following recommended minimums:

- Elementary and Middle School Students (K-9) \$55.00 / Student
- High School Students (10-12) \$65.00 / Student

*(SDABC OE K-12 Board approved policies #11-50 & #20-30)*

## 5.6 Field Trip Policy

### 5.6.1 General Regulations

The following regulations apply to all field trips, there are also regulations that apply to specific trips.

- a. Trip sponsors **must** comply with SDACC policies in the Field Trip Supplement and policies covering the transportation of students.
- b. Whenever the principal, superintendent, or board determines that dangerous conditions exist which may affect the health, safety, or welfare of those traveling on any field trip, the principal, superintendent, or board may withdraw approval for the trip. The teacher may also request cancellation or postponement of the trip for the same reasons. Prior to departure on a field trip the teacher/supervisor will make themselves aware of, and heed any travel advisories that may be available through the RCMP or The Department of Foreign Affairs. The superintendent will immediately be made aware of any travel advisory that may be posted and may affect the proposed trip. The school, conference and board will assume no liability for reimbursement of costs or expenses incurred by the cancellation of approval for any trip. (Parents will need to be aware of this condition in advance.)

- c. Principals must ensure the trip is educationally valuable to receive approval from the board and/or conference. (See Reasons for Utilizing Field Trips)
- d. Travel time - teachers are encouraged to consider the many educational opportunities available locally and to consider the amount of travelling time involved when planning a trip.
- e. A suitably equipped first-aid kit and cell phone (or other means of two-way communication) will be available on all outdoor field trips and on all school bus trips
- f. Field trips are lawful school activities and applicable rules and regulations with respect to pupil conduct, supervision and safety must be in force. Parents and students must understand that a prompt return home at parents' expense is a logical consequence of a student's inability to accept their responsibility in this matter. Procedures shall be in place to accommodate this.
- g. Students on trips **must always** be under the supervision of a **certified** teacher employed by the BC Conference. There is to be **NO** unsupervised time.
- h. All work projects shall adhere to OSHA (Occupational Safety and Health Administration) and or standards of the local country (strongest must be used).
- i. Volunteer drivers of automobiles carrying pupils on field trips must have adequate liability insurance. A minimum of \$3,000,000 is required. Under no circumstances should a student be permitted to act as a volunteer driver. All volunteer drivers must be at least 21 years old. All volunteer drivers will receive a completed *Student Travel By Private Vehicle form* (See Appendix M). A legal opinion states that we should not remunerate our volunteer drivers unless they are commercially licensed. Receiving remuneration alters their insurance requirements. Legitimate expenses based on receipts, and related to travel, such as gasoline, accommodation and meals may be paid by the school.
- j. All parents must be notified one (1) week in advance for daytime field trips, and two (2) weeks in advance for an overnight field trip. Signed parental permission slips for these trips must be received prior to the trip's taking place. **No telephone permission will be accepted.** The parent must fill out an Appendix M - Special Activities Parental Consent Form and the Appendix M - Medical Information Form for all trips. (*Appendix M forms are on OE website under Employee Resources/Handbook.*) Forms that list emergency contacts and health information must be carried with the trip supervisor, as well as any required medical devices (i.e.: Epi-pens, AED). **Responsibility for sending out permission slips belongs to the teacher, not the school office.**
- k. Field trips should be planned to minimize the disruption of other schedules in the school. Arrangements must be made for the instruction of any students not participating in the trip who are normally taught by the teachers involved in the field trip.
- l. It is suggested that participating students have each subject teacher sign a permission slip attesting to their academic situation before they can travel to an event, and that where necessary, homework be provided to keep the student up to date with classroom learning.
- m. All Out-of-Union Tours and Activities trips must have approval in principal from the conference before they can be pursued. These trips will be approved by the Conference K-12 Board of Education.
- n. Supervision ratios will be a maximum of 15 students for each adult supervisor, with a minimum of two adult supervisors for any group. More adult supervisors are recommended on middle and elementary school trips. There will be male and female adult supervisors with any mixed group. A teacher or principal will be in ultimate authority on the trip.
- o. All volunteers traveling with students must have a **Criminal Record Check** done and it must be current. They will also complete an Appendix M - Off-Site Activities Consent of Vol Acknowledgement of Risk on OE website under Employee Resources/Handbook.
- p. Students will not be permitted to stay overnight in private homes unless specific permission is granted by the K-12 board due to special circumstances.

### 5.6.2 Field Trip Planning

In giving support to the use of field trips as an educational vehicle the conference expresses its concern that the value of any trip must be assessed in the context of the amount of classroom instruction time lost, the potential contribution to student learning and the costs to the individual student, the school and the constituency. It is not the intention of the board to impose rigid restrictions on learning activities which contribute to legitimate educational objectives; this policy

should enable all those responsible for the education of our students to assure themselves that such activities undertaken during the school year:

- a. Are, or can be, directly related to the tasks the school is expected to perform within a relatively short school year.
- b. Cannot be more appropriately undertaken in out-of-school time.
- c. Have been planned to achieve specific educational outcomes.
- d. Are organized with provision for adequate supervision.
- e. Are conducted in a manner which will not bring discredit upon the teacher, the school or the Conference.

### 5.6.3 Reasons for Utilizing Field Trip

#### Educational

- Enrichment
  - The regular academic program is made more meaningful by learning about the real world in a non-school environment.
  - Interest and enthusiasm are added to existing programs.
  - Organizational skills are developed by being in the field.
- Responsibility
  - Responsibility to individuals and the group is required by all participants.
  - Good training is imparted through encouraging independence and interdependence.
  - A student's academic achievements on the regular program are maintained.
- Cultural
  - Participants learn to appreciate other people, their problems and traditions.
  - Participants return with a world view that is broadened to include more than the local area.

#### Social

- Independence and Sharing
  - In many cases these trips are the first time the participants have been away from home, and they must learn to rely on and get along with their peers and supervisors.
- Variety
  - The programs provide a break from the day-to-day routine.
  - A participant returns with enriched attitudes and outlooks.
- Relationship Building
  - Students, supervisors and teachers see each other in a different set.
  - Self-discipline is developed.
  - Relationships are developed and others are strengthened.

#### Service/Spiritual Enrichment

- a. Students gain a wider appreciation of God's created works.
- b. Students are given an opportunity to engage in service activities.
- c. Students are motivated to commit their lives in service to God and humankind.

### 5.6.4 The Three Parts of a Field Trip

1. **The Preplanning:** includes discussion of the movement of students, expected behaviours and the learning outcomes which will be illustrated during the field trip. Research indicates that learning increases markedly when proper preplanning has been done.
2. **The Trip Itself:** The trip should be well organized with a detailed itinerary, and the objectives in mind. Participants should understand that the trip is to be an educational experience.

3. **The Follow-up:** After the trip is over, there should be a review of what has been done and the principles that have been learned. It is wise to hold a culminating activity to which parents, board members and district staff are invited. This can increase support for future applications for field trips.

### 5.6.5 Safety Guidelines for Outdoor Field Trips

**Note: Emergency contingency plans must be in place for all outdoor trips**

#### Field Trips During Sub-Zero Temperatures

- a. It is recommended that the teacher or supervisor visit the site beforehand in order to assess any safety hazards that could reasonably be encountered.
- b. For outdoor field trips and/or survival programs conducted during sub-zero temperatures, the supervising teacher must ensure that a heated facility is within a reasonable walking distance (not more than 60 minutes away) in the event of extreme weather changes or other emergency situations that may arise.
- c. It is recommended that survival camps or any winter camps where buildings are not available not be held when weather forecasts indicate that temperatures may drop below minus 20C.
- d. It is recommended that all outdoor activities be cancelled at temperatures below minus 30C. Immediate availability of warm accommodation may allow limited outside activities to proceed.

#### Field Trips Involving Swimming and Boating Activities

- a. For field trips involving swimming activities the supervising teacher must ensure that the activity is under the direct supervision of a trained Water Safety Instructor with current life-saving qualifications.
- b. All pupils involved in boating activities must wear MOT approved life jackets or approved PFDs. (MOT – Ministry of Transport; PFD – Personal Flotation Device.) These will be worn in **a properly fastened manner at all times** during the activity.
- c. For boating activities involving canoeing, kayaking, rowing, sailing and power craft it is required that the activity be under the direct supervision of a qualified instructor trained in the operation of the craft type being used.
- d. For canoe tripping programs on lakes or rivers the supervising teacher must be familiar with existing water conditions and the route traveled. Always travel close to the shoreline when traveling on lakes. There is no need to be more than 100 feet offshore. Students will not travel on any water without a certified flat water or moving water instructor being present.
- e. Students must have a minimum of 20 documented hours flat water paddling before attempting moving water. Grade I water is sufficient challenge for students at this stage.
- f. Each craft shall have a PFD, paddle, bailer, and whistle for each person. Appropriate flotation for the boat, and a spare paddle will also be in the boat.

#### Field Trips in Remote or Wilderness Areas

For field trips in remote or wilderness areas the supervising teacher must ensure that both the pupils and leaders are properly prepared for the experience.

Proper preparation would include the following:

- a. That the supervising teacher is familiar with the area and has established class safety and emergency procedures that are understood by all participants.
- b. That the local area authorities such as RCMP, Forestry, or Park Officials have been informed about the program and location or route to be used.
- c. When traveling on active logging roads notify the companies involved that you will be using the road. They will warn their drivers when requested to do so.

- d. That the supervising teacher and assistants are aware of the nearest telephone, accessible medical station, and RCMP station. It is recommended that the supervising teacher carry a cellular telephone and have appropriate emergency numbers in their possession. An emergency evacuation plan will need to be considered prior to departure.
- e. That procedures exist for establishing contact between the remote area and the school principal via RCMP, Park Officials, Forestry persons, persons in the area or direct radio contact. Leave an itinerary and a list of participants at the school and with the District Field Trip Coordinator.
- f. That permits, fishing licenses, and area use permission have been obtained where required.
- g. It is expected that pre-trip physical conditioning will be part of the students' preparation.
- h. Students will not be allowed to participate in solo experiences. Use the buddy system.
- i. Supervisors must be guided by the axiom, "Prepare for the worst, but expect the best". Be adequately prepared for emergency situations that might arise.
- j. All participants will be instructed as to what to do if they should become separated from the group.
- k. All participants will have a whistle, compass and map, and matches on their person. They will be instructed as to the application of these aids should they become lost.

### 5.6.6 Transportation Regulations

**Note: 15-seater passenger vans are not to be used.**

- a. All curricular and extra-curricular travel must be approved by the principal and where appropriate, with the conference in accordance with SDACC policy. The principal may designate in writing the "supervisor" as defined in this policy, to assume overall responsibility for arrangements and supervision of the travel and activity. The "supervisor" would normally be the classroom teacher or activity sponsor. If the principal does not designate someone else to be the supervisor, then the principal assumes the responsibilities of the supervisor.
- b. The "supervisor" must ensure, to the best of their knowledge, that all vehicles have at least the minimum \$3,000,000 third party liability insurance and further, that the vehicles used meet all the current requirements of the *Motor Vehicle Act*. If contracted vehicles are used there must be a formal written contract for the transportation required.
- c. Each school must maintain a roster of authorized drivers (approved by the school board) with their vehicle registration numbers, containing the names of responsible persons aged 21 or older having at least three (3) years of driving experience and possessing an unrestricted license (corrective lenses exempted) to drive the particular vehicle being used. The principal must ensure that a recent (annually) driver's abstract is made on each driver and that each driver has completed a *Volunteer Driver Authorization Application*. The school "supervisor" must first be satisfied that the driver is on the school's list of authorized drivers. Only the authorized driver for a vehicle may drive that vehicle during the trip for which the driver's services are requested.
- d. It is the responsibility of the school "supervisor" and the trip supervisor to obtain, prior to the trip, the written consent of the parent or guardian of each student being transported. In the absence of a written consent form the student may not travel.
- e. The "supervisor" will ensure that the number of persons being carried in a given passenger vehicle does not exceed the normal carrying capacity of that vehicle. They must also ensure there is a seat belt for each person in that vehicle and all passengers must be required, by the volunteer driver, to wear it whenever the vehicle is in motion.
- f. Booster seats MUST be used for children who are at least 18 kg (40 lbs), and under 9 years of age or 145 cm (4'9") tall. Booster seats must NOT be placed in the front seat. The booster seat must be used in combination with a lap and shoulder belt. The lap belt must be low over hip bones and the shoulder belt over the shoulder and in front of the chest. If a low-backed booster seat is used, the vehicle MUST have adjustable head restraints to protect the child's head and neck in a crash.

- g. A teacher’s vehicle must be properly insured for its normal use. This insurance covers **occasional** extracurricular use. Teachers whose assignment requires that they use their personal vehicle **regularly** during school hours must have their vehicle insured for business use.
- h. Where a parent or guardian has elected to transport their own child to an event they are not deemed to be a volunteer driver. Therefore, no “other” child may travel with that parent, either to the destination, or returning. All children may only travel in the manner arranged for by the school, or travel with their parent/guardian. Where children seek alternate means of travel that do not meet these guidelines they are not considered to be part of the event.
- i. In the case where bad weather is likely to cause adverse driving conditions the supervisor is required to check with police and/or highway authorities with respect to driving conditions. In making the decision whether to proceed with the trip or not decide on the side of caution. Where a return home may be delayed by bad weather or road conditions all people concerned must be contacted. Do not be concerned about waiting for better weather as long as all concerned are informed!
- j. The trip supervisor must ensure that all drivers have adequate rest e.g. it should not be expected that a teacher teach a full day and then drive through the night.

### 5.6.7 Types of Field Trips

Trips are classified based on the geographical destination of the proposed trip:

- **Local trips** are a one-day, off-campus field trip/activity, which is limited to one day or a portion thereof and may include travel outside of the conference boundaries but does not require overnight accommodations.
- An **Intra-Conference Overnight Tour or Activity** is one that is within the conference boundaries but extends beyond one day and involves overnight accommodations for one or more nights. Intra-conference overnight tours and activities may include wilderness trips.
- An **Out-of-Union Tour or Activity** is one that has as its purpose a mission outreach, educational enrichment, or recreation and involves travel outside Canada including travel to Mexico or the U.S. and may or may not involve overnight accommodations. And Out-of-Union Tour or Activity may include mission trips or other trips to Mexico and the United States.

### 5.6.8 Approval Process for All Field Trip Types

	Who Approves	When to Seek Approval
<b>Local Trips</b>	Proposed plans for a one-day, off-campus field trip or activity are to be approved by the <b>principal</b> and notification must be given to the <b>school board chair</b> .	<b>No later than <u>24 HOURS</u> prior to the event.</b>
<b>Intra-Conference Overnight Tour or Activity</b>	Proposed plans for an intra-conference overnight off-campus tour or activity are to be approved by the <b>principal</b> , the <b>school board</b> , and the <b>Superintendent</b> .	<b>Approval must be requested at least <u>THREE WEEKS</u> prior to commencement of trip.</b>
<b>Out-of-Union or Division Tour or Activity</b>	Proposed plans for an out-of-union tour or activity are to receive approval by the <b>principal</b> , the <b>school board</b> , and the <b>SDABC K-12 Board</b> . The Tours Abroad Reporting Form is to be filled out and sent to the General Conference Department of Education. (See Appendix M - Out-of-Division Trips on OE website under Employee Resources/Handbook.)	<b>Notification of proposed tour/activity is to be submitted to the SDABC OE for approval <u>TWO MONTHS</u> prior to tour.</b>

## 5.6.9 Planning Process for All Field Trips

Planning Process for Local Trips	
<b>Preplanning</b>	<ul style="list-style-type: none"> <li>i. Clear all field trip/activities with the principal.</li> <li>ii. Send letter to parents explaining the purpose and details of the trip.</li> <li>iii. Supply students/parents/participants with a list of student expectations.</li> </ul>
<b>Plans in Progress</b>	<ul style="list-style-type: none"> <li>i. Obtain Volunteer Driver Authorization Application. (Appendix M - Volunteer Driver Authorization Application on OE website under Employee Resources/ Handbook.</li> <li>ii. Process <a href="#">Criminal Record Check forms</a>. (Schedule C is the form for volunteers).</li> <li>iii. Keep Driver Certificate of Insurance on file at the school for fast and permanent reference.</li> <li>iv. Submit Application for Approval form. (Available on the SDABC OE website.) Please note time frame relative to trip/activity.</li> <li>v. Prepare Driver Abstract forms – to be completed annually by each person on the authorized list of drivers for each school. A printout form is to be obtained from the Motor Vehicle Branch by volunteer drivers. Used for both volunteer drivers and all drivers of busses.</li> <li>vi. If the trip is outside of Canada, out of country health coverage/travel insurance for the number of days they will be out of the country must be purchased for all members of the party.</li> </ul>
<b>Final Preparations</b>	<ul style="list-style-type: none"> <li>i. Appendix M - Special Activities Parental Consent Form– to be completed by the parent/guardian. (See OE website under Employee Resources/Handbook.)</li> <li>ii. Appendix M - Medical Information Form – to be completed by the parent/guardian. (See OE website under Employee Resources/Handbook.)</li> <li>iii. Finalize transportation and give an Appendix M - Drivers of Volunteer Vehicles to each volunteer driver. (See OE website under Employee Resources/Handbook.)</li> <li>iv. Prepare Appendix M - Student Travel by Private Vehicle Form. (See OE website under Employee Resources/Handbook.)</li> <li>v. Finalize Driver Abstract forms.</li> <li>vi. File/copy all consent forms and emergency contingency plans with the principal.</li> <li>vii. The latest travel advice and advisories from the Government of Canada are to be reviewed within 48 hours prior to leaving on the trip. They can be accessed at <a href="http://www.travel.gc.ca/travelling/advisories">http://www.travel.gc.ca/travelling/advisories</a>.</li> </ul>

*(SDABC OE K-12 Board approved policy #24-31)*

# CHAPTER 6 – THE LEARNING ENVIRONMENT

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## 6.1 General Classroom Appearance

A clean, attractive room encourages positive learning. Research indicates that, in a pleasant classroom environment, students tend to conduct themselves in a manner which makes better learning possible. All room decorations should reflect the philosophy of Adventist education. Being sensitive to the customs and practices of the local community is important. Know your community well before introducing classroom decorations that may be inappropriate.

Walls and floor coverings should be attractive and clean. If your classroom has carpeting, be sure your board has it professionally cleaned at least annually. Linoleum or tile should be rewaxed annually.

During the day classrooms tend to assume a “lived-in” look. However, all students should take responsibility for their environment’s tidiness. Students should be assigned responsibilities to straighten and tidy up the classroom before the day ends. Depending on the level of janitorial service, trash should be emptied daily, and cleaning done so the classroom will be clean and fresh for the next day.

## 6.2 Classroom Seating

Pre-planned classroom seating arrangements provide safety, structure, and limits needed by most children. Seating arrangements vary, based on teacher preference: rows, groupings, desks, tables, etc. Seating should have flexibility and be able to meet the needs of specific activities.

The following guidelines should be kept in mind:

1. High-traffic areas should be free of congestion.
2. The teacher should be able to see students from all areas of the classroom.
3. Frequently used teacher and student supplies (resources, pencil sharpener, cubbies, etc.) should be easily accessible.
4. Students should be able to easily see whole-class instruction.
5. Seating should be flexible enough to allow for quick student transitioning into small groups, pairs, etc.

## 6.3 Displays / Bulletin Boards

Attractive, well-planned bulletin boards, learning centres and other classroom displays should stimulate and extend learning in all aspects of Adventist education including physical, spiritual, social, and intellectual. The following points will assist the teacher and students in bulletin board planning:

1. At least one classroom display should be devoted to a spiritual theme.
2. An instructional bulletin board should include title, specific content, and could include one or more thought questions.
3. On-going activities within the classroom should be emphasized.
4. Displays should be interesting and attractive.
5. Displays should remain only as long as they support current curricular needs and interests.

Many bulletin board ideas can be found on websites and in teacher/Christian bookstores. Check sites such as [www.enchantedlearning.com/crafts/bulletinboards](http://www.enchantedlearning.com/crafts/bulletinboards) or [www.theteacherscorner.net/bulletinboards/index.htm](http://www.theteacherscorner.net/bulletinboards/index.htm) for ideas. NAD Pathways Daily Lesson Guides provide a number of student-created bulletin board ideas for gr. 7/8 language arts.

## 6.4 Learning Centres

Centres are ideal places to encourage learning through hands-on activities related to current curriculum (preferably correlated to PLOs, where possible). Little or no teacher instruction should be required of students involved in centres. Having students involved in centres frees the teacher to work with students in small groups or individually. At centres, students should be able to work independently and should be engaged in meaningful discovery learning. For primary grades, several centres should be positioned around the classroom. Centres activities should be changed regularly.

## 6.5 Physical Comfort

Areas of major concern include the following:

1. Proper ventilation - Fresh air is important, but be alert to major drafts, etc.
2. Heating – Should be comfortable for classroom activity.
3. Lighting – Should be sufficient in all areas of the room without glare or flickering. Full spectrum lighting is recommended.
4. Desk or chair size/table height – Should be appropriate to student size.

## 6.6 Classroom Management

Classroom management is central to good educational environments. Good management practice is not the imposition of a teacher's will on a group of students so that they learn more. Nor is it flawlessly executing a good lesson plan that meets the learning outcomes. Rather it is understanding the student's interests, limitations, and strengths and structuring a learning environment that invites engagement and inquiry toward the learning outcomes. A classroom that meets the student's needs results in more time dedicated to learning and less energy aimed at correcting and redirecting.

According to Ellen White, "Rules should be few and well-considered, and when once made, they should be enforced. Whatever is found impossible to change, the mind learns to recognize and adapt itself to, but the possibility of indulgence induces desire, hope, and uncertainty, and the results are restlessness, irritability, and insubordination." *Education*, p. 290

Effective classroom management draws on several core practices and values:

- Expected student behaviours are clearly and positively stated
- Expected student behaviours are directly taught
- Expected student behaviours are positively reinforced
- Unacceptable behaviours are clearly defined
- Unacceptable behaviours receive consistent consequences
- Teachers structure learning to ensure student success
- Teachers access mentors and peer coaching (to enhance their own performance)
- School culture and classroom culture are mutually supportive:
  - Shared expectations
  - Proactive management
  - Positive view of students and discipline
  - Prevention is more effective than punishment

The best discipline is always a school-wide plan, with all teachers and staff using an agreed-upon plan consistently. Within that school-wide discipline plan, however, there will be rules specific to a classroom. The following are general guidelines for a well-run classroom:

1. Establish routines and teach rules beginning on Day 1 of the school year. Areas of classroom life which need routines taught include, but are not limited to, the following:
  - Arriving at the beginning of the school day.
  - Dismissal at the end of the period/day.
  - Management of papers, materials, and assignments.
  - Procedures for students needing help (especially important for a multi-grade classroom).
  - Moving about the classroom, including transitioning.
  - Responding to fire-earthquake drill.
  - Handing out playground equipment.
  - When the teacher is called from the classroom.
  - Participating in class discussions, asking questions, etc.
  - Student responsibility for work missed when absent.
2. Continue teaching rules and routines until students have learned them well.
3. Keep rules to a minimum (generally not more than three to five).
4. Consequences should be reasonable and logical.
5. Teach non-verbal signals in order to minimize classroom distractions.

## 6.7 Auxiliary Personnel

Auxiliary personnel may include teacher assistants and volunteers. The services of these individuals are used in order that classroom teachers may devote more time to effective instruction. The local school (Personnel Committee or School Board) is responsible for ensuring that appropriate screening of these persons has taken place.

All teacher assistants and must submit a *Criminal Record Check* and cannot work in the school until the OE approves them as support staff.

Regular volunteers must also submit *Criminal Record Check* and cannot volunteer in the school until the OE approves them. All volunteers must have a signed Statutory Declaration and cannot volunteer in the school until the OE approves them as support staff list.

*(SDABC OE K-12 Board approved policy #15-46)*

# CHAPTER 7 – STUDENT – TEACHER – PARENT RELATIONSHIPS

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## 7.1 The Teacher

In the development of a warm, accepting and caring relationship between the teacher and student, no factor is as important as the example of the teacher. The method of instruction, supervision, and even discipline can say to each student, “I care about you. You are a valuable person, and I am glad to know you.” Teachers whose relationships with students are strong and rewarding can usually be described as follows:

1. They are continually growing in an understanding of the truth about God which is reflected in their dealings with students.
2. They like students not only because they are in the classroom but because they are people worth knowing.
3. They exhibit a warm, friendly, accepting attitude toward all students.
4. They possess a sense of humour that enables them to laugh at themselves as well as with the students.
5. They recognize the importance of all students and seek to help them in ways that best meet their needs.
6. They are not protective of their position of authority and realize that the most important thing is to help students rather than to protect their own position.
7. They remember that one of their major responsibilities is to increase the probability of learning and, therefore, become masters in the use of good instructional theory and practice.
8. They accept all students where they are in their educational experience and help them grow from that point.
9. They enjoy the learning experience themselves and are always open to new ideas and discoveries.
10. They enjoy opportunities for associating with students outside the classroom.
11. They endeavour to help all students accept themselves as persons of worth and to enjoy some experience of success every day.

## 7.2 Knowing Students and Parents

Developing cordial parent/teacher relationships during the early days in a community and each subsequent school year does much to promote an atmosphere of cooperative support for students. During the school year this alliance will do much to promote the best interests of the student and encourage patience when difficulties arise. It is the responsibility of the teacher to know the students, their personal background, previous school experiences, personalities and methods of learning in order to plan effectively.

The teacher should work with the school administration/principal to ensure that parent volunteers are properly cleared with the appropriate Criminal Record Check (CRC) and required documentation. All volunteers are required to sign a statutory declaration which must be kept at the school and a copy sent to the Office of Education.

*(SDABC OE K-12 Board approved policy #15-46)*

## 7.3 Students Records

Each year as teachers prepare for school, the files of new students should be reviewed to allow the teacher to plan effectively. Since students thrive in a differentiated learning environment that addresses their specific needs, it is the duty of the teacher to gather insights from the student records and verify those reports through their own observation and assessment.

Cumulative record folders (*Permanent School Records*) are maintained so that information concerning a student's previous learning experience is readily accessible. Consultations with former teachers or principal may also provide valuable information which can aid in understanding a particular student. Some students may have been collecting sample work in a portfolio which will give specific examples of the student's interests and abilities. (See *Chapter 10*)

## 7.4 Parent Conferences

Communication between parents and teachers is an important element in the school/home partnership. It is during the parent conferences that parents and teachers can share information about the student, discuss the student's successes, progress and plan cooperatively for the education of the student.

An increasing number of teachers are including students in the conferencing process. Student-led conferences are, as the name implies, conferences led by the students themselves. It is an opportunity for the students to demonstrate their knowledge about their own growth and development. The students show their parents completed projects, review samples of their written work and discuss future goals.

The key to effective conferences is good planning and organization. Appointments with parents should be made well in advance of the conference date. The schedule should include brief interludes between conferences to allow for an unhurried discussion. The classroom should be visually attractive and clean. Specific suggestions for conducting the conference are found in Appendix J - Parent Conferences. (See OE website under Employee Resources/Handbook.)

The purposes of the personal conferences are to:

- Report the progress of the students in the various aspects of their school experience.
- Gain insights from the parents which may assist the school in furthering the progress of the student.

### 7.4.1 Before the Conference

#### Preparing the Student

- Talk with the student about the importance of conferencing with parents.
- Decide on the role of the teacher and the student on the day of the conference.
- Have the student select samples of work – completed or in progress.
- Discuss what information would be important for the parents to know about the work selected.
- Decide on what future goals are to be shared with the parents.

#### Preparing the Parent

- Send home a short note confirming the appointment and list some ideas that might help guide the conference. Be sure that the parents realize these are only suggestions and they are free to ask questions. On the next page is a suggestion of the type of letter you might send to parents. Adaptations will need to be made depending on the role of the student during the conference. Your communication will be more effective if you put your own personality into it.
- Tell parents how much time is allotted for their conference. Assure them that they may use all or part of the time.

#### Sample Letter

Dear Mr. and Mrs. ....,

(name of child) and I are looking forward to our conference on (date) at (time). To help make our conference profitable, here are some ideas you might like to think about before you come.

- Do you have any questions about our school program, classes your child is taking, or his/her progress? If so, write them down and come prepared to ask them. Be as specific as you can. It makes answering them easier.
- Does your child have questions he/she wants to ask? Encourage him/her to do so. We want to know what he/she is thinking too!
- If your child is having difficulty in a specific class, feel free to ask how we are helping him/her.

We may ask questions about your child's health, hobbies, feelings about school, or relationships with others outside of school. We need to know all we can so we can work together better.

Just a reminder: We are trying to stay on schedule during our conference days. If you think we need more time for your conference, please let us know so we can schedule it. This will help us and will keep other parents from having to wait. If you prefer, we will be glad to schedule another conference at a later date. We feel privileged to join you in helping your child work towards his/her highest potential!

Sincerely,

### Preparing Yourself

1. Organize, prepare, think and plan well in advance. Some parents are uneasy about coming to hear about their child.
2. Prepare a collection folder of each student's work/projects.
3. Write down a few notes of specific things you wish to mention.
4. Consider playing a recording of the child reading or telling a story at the beginning of the conference. The sound of their child's voice is music to the parents' ears.
5. Plan your schedule so there are at least a few minutes between conferences.
6. Decide where you are going to conduct the conference – in the library corner, at the student's desk or in the student's home. The site is not nearly so important as being close to the parents. Desks can be barriers.
7. If standardized tests were administered plan to share the testing results.
8. Anticipate questions parents frequently ask such as:
  - What is standing in the way of my child learning?
  - Why do some teachers assign homework and others don't?
  - Why didn't you tell me earlier my child wasn't doing well?
  - Why do you allow children to correct their own assignments?
  - How does my child compare with the other children in the same grade?
  - How does my child get along with other children?
  - How can I help my child?

### 7.4.2 Conducting the Conference

(Adapt these suggestions for student-led conferences.)

1. Make the parents feel welcome and at ease. Give parents time to relax. Talk about the student in general.
2. Begin the conference with encouraging news about the student and then be a good listener.
3. Put yourself in the parents' place. They may have unhappy memories about teachers and associate you with those memories. You're discussing their most precious possession. Be tactful! But be sure your tactfulness is truthful.
4. This is a conference, not just a visit. It is a time to discuss what the student and teacher will be working on during the next few weeks. Set at least one specific goal toward which the student can work.
5. When making suggestions, offer alternatives from which the parents may choose.

6. Use the simplest and clearest words you can find. Avoid educational jargon.
7. You and the student are reporting to the parents about his/her progress. ("I want to talk to you about math. He's having some difficulty with fractions. Here is what we'd like to do.") Avoid criticism
8. Explain the achievement test report at your first conference. It provides a summary of the student's achievement in reading, language, mathematics and study skills as compared with national norms. These norms are based on a statistical study of the achievement of students randomly selected throughout Canada. Remember to talk in terms of percentile scores rather than grade equivalents.
9. Encourage parents not to compare one student with another, especially a brother or sister.
10. Be professional at all times. Avoid discussing other teachers or pupils.
11. Accept criticism graciously. Avoid arguments or facial expressions of disapproval or anger. A frown can close the door of communication.
12. Avoid letting the conference deteriorate into a discussion of inconsequential topics.
13. Invite parents to visit your classroom when school is in session and to participate in school
14. functions such as Home and School meetings.
15. End the conference on an encouraging note and, as far as possible, on schedule. Summarize major areas discussed and reaffirm action to be taken. Invite parents to visit the school. Accompany them to the door.

### 7.4.3 After the Conference

1. Document the conference briefly for future reference (especially if the student is experiencing repeated difficulties).
2. If a problem was discussed and a goal determined, consult parents within the next three weeks concerning progress.
3. When a goal has been reached, notify the parents, congratulate the student and establish a new goal.

## 7.5 Students Discipline

Students' lives will always present them with difficulties to be overcome and adjustments to be made as they grow and mature. The role of the school is to provide a stable and supportive environment that supports the efforts of the student and their family in that development. The assumption is that a school and its teachers will work to provide an environment and experiences that encourage good choices and reward positive lifestyles. Teachers' responses to unacceptable student behaviours will be guided by sound educational, psychological and spiritual principles. The goal of working with students is neither to punish nor to coerce students but to administer the school's disciplinary policies in a balanced and measured way.

All schools must establish rules of conduct for students attending the school and must ensure students and parents are aware of the rules of conduct and agree to abide by them.

### 7.5.1 Suspension & Dismissal

Suspension and dismissal are measures that are only implemented after all reasonable alternatives have been exhausted. Typically, a school's published expectations for student conduct and the consequences for serious infractions will provide a clear guide in these matters. The only circumstances that result in suspension or dismissal without first implementing a restorative process are when serious moral, ethical or legal standards have been breached.

## 7.5.2 Suspension Procedures

Procedures for suspension are to be developed by school administration and approved by the school board in accordance with conference guidelines. A written record of communication with parent(s)/guardian(s) and students regarding suspension is to be maintained, including the reason for and the length of the student suspension.

A teacher may temporarily suspend a student from class but suspension from school is to be done only by the principal, the teaching principal, or, in a one-teacher school, by the teacher in consultation with the board chair.

A student may be suspended for repeated offenses when other procedures have not been effective. Evidence of prior corrective measures and notifications to the parent(s)/guardian(s) should be on file in the student's file.

In the case of a serious overt act, or serious violation of school regulations, the principal may suspend a student from school even though there has been no prior serious misbehaviour. The suspension period is not to exceed two weeks. *(SDACC Education Code S-304)*

## 7.5.3 Dismissal Procedures

In accordance with and subject to applicable legislation and regulations and conference policies, the school board or the discipline committee, where applicable, is the final authority in the dismissal or expulsion of a student upon the recommendation of the principal. As a general rule, dismissal or expulsion is used only when other means of correction fail to effect a change in conduct, or the parent(s)/guardian(s) does not or will not voluntarily withdraw the students. *(SDACC Education Code S-306)*

## 7.5.4 Corporal Punishment

Corporal punishment is not to be used as a method of discipline in SDABC schools.

# 7.6 Appeals Policy and Procedure

## 7.6.1 Rationale

Procedural fairness is important. The Bible promotes justice and fair play in our dealings with others. "For the Lord is righteous, He loves justice; upright men will see His face." Psalm 11:7 (NIV) It is important for conflicts to be dealt with fairly and to be seen to have been dealt with fairly. Therefore, it is important to follow carefully outlined procedures in dealing with all conflicts that arise in schools. This policy deals with academic and disciplinary decisions. Employer/employee conflicts are dealt with through the policies outlined in the SDACC Education Code.

## 7.6.2 Policy

The SDABC recognizes the right of a student and/or parent of a student (the "Appellant") to appeal a decision of an employee of the school where such decision significantly affects the education, health or safety of the student (e.g. decisions with respect to admission, suspension, expulsion or other disciplinary actions). A "decision" for the purposes of this policy includes the failure of an employee to decide or to communicate that decision in a timely manner.

### 7.6.3 Appeal Procedure

**Appeals must be presented in writing to the school principal or to the local school board chairman.**

#### **Before Filing an Appeal**

1. Before an appeal is filed, it is the local school board's expectation that the Appellant will constructively discuss the issue in dispute with those responsible at the school level. This expectation is in keeping with the conflict resolution principles found in Matthew 18. In this regard, the local school board expects, at a minimum, the following steps will be taken before an appeal is filed:
  - a. Step 1: The Appellant will promptly discuss the issue with the person who made the decision.
  - b. Step 2: The Appellant will then promptly discuss the issue with the principal (if not the original decision maker).

#### **Filing an Appeal**

1. An Appellant may initiate an appeal by filing a notice of appeal in writing to the school principal or to the local school board Chair.
2. The written notice of appeal should be submitted no later than fourteen (14) days after the decision after the Appellant has completed the steps in section 1(a) of this Policy. In exceptional circumstances, the school board may extend this deadline, in its discretion. To seek an extension, the Appellant must submit a written request for an extension with his/her written notice of appeal, explaining why the Appellant was not able to provide the notice of appeal within the fourteen (14) daytime limit and why it would be just and appropriate for the school board to accept the late filing.
3. The notice of appeal must include the following information:
  - the name, address, email address (if applicable), and telephone phone number of the Appellant, including the student's name, grade level, and home room teacher.
  - a description of the decision that is being appealed and its effect on the education, health or safety of the student.
  - the steps that the Appellant has taken to discuss the matter directly with the person who made the decision and with the principal as required by section 1(a) of this Policy.
  - If the Appellant is seeking an extension of time in which to file the notice of appeal, a complete explanation of the reasons for the delay and why it would be just and appropriate for the school board to accept the late filing.
  - Contact information for the Appellant, including an email address for communications and notices with respect to the appeal; and
  - Copies of all documents and correspondence that support the Appellant's position on the appeal.

#### **Local School Board Hearing**

1. Upon receiving a notice of appeal, the principal will immediately notify the local school board chair, and the superintendent, providing copies of the notice of appeal and all supporting documents and correspondence provided by the Appellant. If the local school board chair receives the notice of appeal, he/she will immediately notify the principal and the superintendent, providing copies of the notice of appeal and all supporting documents and correspondence provided by the Appellant.
2. The local school board chair will, within five (5) business days of receiving the notice of appeal, call a special meeting of the local school board to review the appeal and will notify the Appellant, the principal and the superintendent of the date and time for the meeting. The meeting will be held as quickly as reasonably possible.
3. During that meeting, the local school board will hold a hearing in respect of the appeal.
4. All appeal hearings will be held in a closed session and all participants, including local school board members are not permitted to discuss the appeal outside of that meeting except as expressly permitted by this policy.
5. Any member of the local school board that is in a conflict of interest must recuse themselves from the appeal process.

6. To ensure fairness of the appeal process, the superintendent will recuse her/himself from the hearing of the appeal by the local school board.
7. At the hearing:
  - a. The Appellant will be given a reasonable opportunity to address the local school board and make submissions with respect to the appeal. The submissions must be limited to the matters raised in the notice of appeal and the documents submitted by the Appellant with the notice of appeal.
  - b. The principal will be given a reasonable opportunity to respond to the appeal and may allow a teacher or other employee whose decision is under appeal to respond.
  - c. The Appellant will be given a very brief opportunity to reply, but only to new issues or facts that were raised during the principal's response.
  - d. The members of the local school board may ask questions of any person appearing at the hearing, including the principal and the Appellant.
  - e. During the hearing process, the Appellant may be accompanied by a support person and/or interpreter/translator.
  - f. After answering questions from members of the local school board, the Appellant, principal and other participants must recuse themselves from the hearing.

#### **Decision of the Local School Board**

1. The appeal shall be decided by majority vote of the local school board at the conclusion of the hearing. The local school board shall promptly decide the appeal based only on the oral and written submissions presented to it during the hearing and no member of the local school board may take into consideration anything that was not part of those written and oral submissions.
2. The local school board chair shall notify the Appellant, the superintendent, and the principal within 72 hours of the school board's decision, providing them each with brief written reasons for the decision. The principal and Appellant will also be advised of their right to appeal the decision to the superintendent (including appropriate contact information) within five (5) business days of receiving the decision.

#### **Appeal to the Superintendent**

1. An appeal of the local school board's decision may be made in writing to the superintendent within five (5) business days of notification of the school board's decision.
2. An appeal to the superintendent may only be with respect to the process and procedures undertaken by the local school board. It is not a further appeal on the merits or a reassessment of the original decision.
3. The notice of appeal to the superintendent must include a concise statement of the basis of the appeal, including all submissions with respect to alleged procedural unfairness or a lack of natural justice in the process before the local School Board.
4. The superintendent will respond in writing to the Appellant and the local school board chair with an explanation of procedure by which a determination will be made.
5. Within 30 days, the superintendent's procedural investigation shall be concluded, and the superintendent will render in writing to the Appellant and the local school board chair, her/his decision concerning whether the local school board's decision will be upheld.

#### **Appeal to the AMS Ombudsperson**

1. An appeal of the superintendent's decision may be made in writing to the Ombudsperson for the Associated Members Society within five (5) business days of notification of the superintendent's decision. Contact current AMS ombudsperson through AMS/FISA at 604-864-6023.
2. An appeal to the Ombudsperson may only be with respect to the process and procedures undertaken by the superintendent. It is not a further appeal on the merits or a reassessment of the original decision.
3. The notice of appeal to the Ombudsperson must include a concise statement of the basis of the appeal, including all submissions with respect to alleged procedural unfairness or a lack of natural justice in the process before the superintendent.

4. The Ombudsperson will respond in writing to the Appellant and the superintendent with an explanation of procedure by which a determination will be made.
5. Within 30 days, the Ombudsperson's procedural investigation shall be concluded, and the Ombudsperson will render in writing to the Appellant and the superintendent, her/his decision concerning whether the superintendent's decision will be upheld.
6. The Ombudsperson's decision will be final on the Appellant and the superintendent.

*(SDABC OE K-12 Board approved policy #21-38)*

# CHAPTER 8 – ASSESSING AND REPORTING STUDENT PROGRESS

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## 8.1 Importance of Communication

Clear communication between teacher and parents is imperative in developing a supportive atmosphere so that students know that home and school are working together. Every teacher has the responsibility of reporting to parents what is being taught and the progress the student is making. This includes written reports of basic skills and academic achievement, as well as progress in areas such as behaviour and attitudes. In addition to the written reports, which are required at the close of each nine-week period, at least two scheduled parent/teacher conferences are to be held each year. (See Appendix J - Parent Conferences on OE website under Employee Resources/Handbook.)

## 8.2 Objectives for Reporting Student Progress

1. To communicate with students their own progress including the role of the student as a self-evaluator.
2. To communicate with parents regarding progress the student is making and to invite parental help in further developing the student's skills and abilities. To keep this progress steady, weekly or bi-monthly progress reports may be necessary. Parents should be regularly informed, not surprised at the end of the term.

## 8.3 Student Assessment

Assessment is the gathering of information for the purpose of evaluation. Teachers interested in students working toward their potential are constantly assessing informally. Assessment information can be drawn from a variety of instructional tasks and activities and may include the following sources: observation, student self-assessment, daily practice assignments, quizzes, student work samples, online or pencil/paper tests, holistic rating, projects and culminating activities, oral and written reports, performance reviews, portfolios, etc.

As teachers encourage students to become involved in the assessment process, students are likely to become more reflective and assume greater responsibility for judging their own strategies and outcomes.

### 8.3.1 Types of Assessments

Assessments usually fall under three main categories

1. **Diagnostic** – Usually used at the beginning of units to determine an instructional starting point.
2. **Formative** – Guides students in their learning as they acquire new skills.
3. **Summative** – Used at the end of a unit and course. Generally, requires students to synthesize, apply, and consolidate their learning.

All assessments must be aligned with Prescribed Learning Outcomes and achievement indicators, which show the direction that learning should be taking.

Evaluation, on the other hand, involves judging the quality of student work on the basis of established criteria and standards, and assigning a value (a letter grade, level, numerical mark) to that quality.

### 8.3.2 Standardized Testing Program

Students in the Conference participate in three types of standardized tests:

1. **Canadian Achievement Tests (CAT4):** The Conference administers annual Canadian Achievement Test (CAT3) for all grades 3 through 9 students in all schools. The results of achievement tests assist the teacher in assessing student needs and the needs of the class as a whole.
2. **Provincial Foundation Skills Assessment (FSA):** Grades 4 and 7 students participate in the BC Foundation Skills Assessment (FSA).
3. **Grades 10 and 12 Provincial Exams:** High school graduation requirements require Grades 10 students to write Literacy 10 and Numeracy 10, and Grades 12 students to write Literacy 12.

## 8.4 Reporting Student Progress

### 8.4.1 Reporting Periods

Elementary and middle school grades are to use three reporting periods and high school use four reporting periods.

*(SDABC OE K-12 Board approved policy #08-05)*

### 8.4.2 Report Cards

The SDABC OE provides report cards for schools to use in reporting student progress. For kindergarten, a narrative template is provided for teachers to use in developing their reports. For grades 1-12 traditional report cards are provided. These cards reflect standards for both the denomination and the province.

The reports presented to students should accomplish the following:

1. Build the student's self-respect and self-concept.
2. Communicate to parents and student the student's progress toward established goals.
3. Aid in minimizing peer comparison and competition through emphasis on each student's individual growth and unique capabilities.

Refer to the [BC MOE Classroom Assessment & Reporting guidelines](#) for specific guidelines to assist in writing report card comments. (See Appendix G - Guidelines for Reporting Student Progress and Appendix G - Required Elements in Student Records on OE website under Employee Resources/ Handbook.)

### 8.4.3 Incomplete or In-Progress Reporting

An "I" can be assigned at any time during the school year when a student is making progress but needs additional time (or assistance) to fulfill the learning outcomes for a course or academic year. Teachers who give a student an "I" are required to include an action plan regarding how the learning outcomes will be met. This plan must be clearly communicated with the parent and student, and a timeline for completion is required. An "I" is considered temporary and must be converted to a letter grade in order to be included on the student's transcript.

## 8.5 Student Acceleration

### 8.5.1 Rationale

Acceleration is rarely encouraged. *Occasionally*, due to a later school start, it may be desirable to allow a student to complete the work of the elementary curriculum in fewer than the traditional eight years.

### 8.5.2 Criteria for Acceleration

When considering acceleration at the elementary level, the following should be considered:

1. Since the elementary grades are fundamental, a horizontal in-depth approach rather than acceleration is more suitable and advisable.
2. Acceleration should not be based solely on mastery of the academics. The student must demonstrate satisfactory evidence of physical, emotional, and social readiness for acceleration.
3. Consideration should be given to age, maturity, and self-motivation, difficulty of work, types of instruction and interaction, differences in over-all expectations, and level of transition between the grades involved and the subsequent grades to be entered.
4. Teachers should not initiate a program for acceleration of a student, i.e. two years in one, or three years in two, before submitting a written request to the local SDABC OE and having such approved. (See Appendix N - Student Acceleration Request Application on OE website under Employee Resources/Handbook.
5. Students at the elementary level should be limited to one acceleration experience, if any.
6. Extreme caution should be exercised when contemplating acceleration. A decision to accelerate requires thorough evaluation by the teacher and should be finalized only after consultation with teachers, the principal, the SDABC OE, and the parents.

## 8.6 Student Retention

### 8.6.1 Rationale

Current research provides overwhelming evidence that widespread use of grade retention is not an effective practice in raising student achievement. On the contrary, grade retention may delay academic progress, undermine student self-esteem and ultimately contribute to a student's decision to drop out of school.

The use of retention can be markedly reduced by having a screening policy in effect for all entering kindergarten and first grade. Making certain that a student has the social and emotional maturity, as well as, the academic readiness, will avoid most problems.

Students being retained in a grade may actually be a sign that student needs are not being met by the current school organization, policies, curriculum and methods of instruction. Teachers should seek to determine school causal factors which contribute to low achievement and search for new strategies that create teaching and learning environments in which all students are engaged in active learning and are making continuous progress. Another year of basically the same program is not going to raise student achievement. It would be better to institute such practices as cooperative learning, multiple intelligence, integrated thematic instruction, and more attention to learning styles, etc.

Complex problems require creative and innovative solutions; grade retention has all too often been a simple response to a complex problem. Very few students benefit from retention. Children who benefit most from retention are those who

are in the lower grades who are simply developmentally or chronologically immature but are otherwise average. Students who are extremely deficient in academic skills and/or have social or emotional problems are not well served by retention. Some form of inclusive education may be preferable. Therefore, teachers need to give careful consideration to many factors before using this strategy.

### 8.6.2 Exceptions for Retention

*(SDABC OE K-12 Board approved policy #11-08)*

Documented exceptions to these procedures may be made in special situations (e.g. inclusive education students) with the approval of the principal and superintendent.

1. If the student is failing to make normal progress, the parents must be notified early, so that the school and home may cooperate in helping him/her achieve greater success.
2. Most retention should be at the primary level. However, older students may be considered if it is strongly felt retention will help the student.
3. No student shall normally be retained more than one year.
4. Light's Retention Scale must be completed prior to the teacher/principal conference.
5. The teacher is to discuss possible retention with the principal prior to discussion with the parent.
6. A student retention worksheet and parent letter, duly signed and dated, must be on file at the school and Conference.
7. At the request of the principal or a parent, a review committee will be appointed by the superintendent of Education to submit its recommendation to the school board.
8. Parent notification of the recommendation to retain is to be given as early as possible in the school year, but no later than the end of the second report period. Notification of possible retention is to include a note on the report card. Exceptions (e.g. late enrolling students, etc.) must have the principal's approval.

### 8.6.3 Factors to Consider When Deciding to Retain

Listed are nineteen (19) factors to consider when making the decision whether or not to retain a child in his/her grade.

1. **Knowledge of English Language** - If a child is unable to communicate in English and does not seem interested in acquiring new language skills, grade retention will not solve this problem.
2. **Physical Size** - A child who is smaller than others the same age has a better chance of benefiting if retained.
3. **Student's Age** - If retention would make the child much more than one year older than his/her classmates, it is likely to cause more problems than it solves. The likelihood of his/her dropping out of school increases enormously. The child is more likely to develop a negative self-concept.
4. **Student's Gender** - Generally speaking boys are slightly better candidates for grade retention. Girls usually mature sexually a year or so before boys and are physically larger. This difference in size becomes most apparent in the junior high years just when adolescents are very sensitive to being "different" from their classmates.
5. **Present Grade Placement** - The best time to think about retaining a child is during kindergarten or first grade. There are times when retention will help older children but after the second or third grade there is often a social stigma attached to "failing".
6. **Previous Retention** - If a child has already been retained and is still having school difficulties, it is important to find out what other options may be available in the school.
7. **Immature Behaviour** - A child who is physically and socially immature often benefits from a second year in kindergarten. Generally, however, a child who is capable academically will do better if promoted even if he is somewhat immature.
8. **Emotional Problems** - If a child is often upset and finds it hard to keep his or her mind on schoolwork, retention is usually not the answer. Having a child repeat the same material in the company of younger classmates will not cure the underlying problem.

9. **History of Delinquency** - A child with behavioural problems or a history of delinquency almost always has learning problems. However, these students almost always become more antisocial when retained. Students who do not have behavioural problems are better candidates for grade retention.
10. **Experiential Background** - Retention may be helpful during the primary grades for a child who has not had individual attention or the opportunity to travel to places like the zoo, museums, summer camp, etc. If a child has had a lot of stimulating and enriching experiences, it is less likely that retention will help.
11. **Siblings** - Even if the student has a good relationship with his siblings, their relationship is frequently upset if a retained child is placed in the same grade as a brother or sister. Even if the grade level difference is two or three years between your children, you may see some difficulties after retention because established family patterns of interaction and status are disrupted.
12. **Parents' School Participation** - Parents' interest and help with school problems is a powerful force in determining whether a child benefits from grade retention. If parents support the school staff and are actively involved in school activities, retention is more likely to help.
13. **Transiency** - If a child has attended more than four schools in the past three years, it is doubtful that retention will solve the academic problems resulting from this pattern of frequent changes in friends and teachers.
14. **School Attendance** - Retention is usually beneficial if a child has been absent from school for a long time because of illness. However, a child who misses school because he is a truant is unlikely to attend school more regularly after retention. If a child refuses to attend school, he may have emotional or learning problems that make school a painful experience.
15. **Present Level of Academic Achievement** - It is important to remember that in a typical classroom the range of ability varies just as it does in any group of people. In a typical fourth grade classroom there may be students who still read at a first or second grade level and others who read above a junior high level. It is normal for about 50 % of a class to be below grade level and about 50 % to be above grade level. If schools retained every child who scored below average on standardized achievement tests, about one half of each grade would be retained each year.
16. **Student's Attitude About Possible Retention** - The student should be included in discussions about possible retention. If he or she seems to be threatened by the thought of retention or refuses to discuss the possibility, the chance of their benefiting is poor.
17. **Motivation to Complete School Tasks** - Retention will not benefit a child who refuses to perform academic tasks. If a child is disinterested and hostile, retention will almost certainly increase his/her hostility and may also increase the chance of truancy.
18. **Learning Disability** - About 20 % of all school children have some type of learning disability. Even a child with above average intelligence will have trouble in a regular classroom setting if he/she has a learning disability. Therefore, if a child has been seen by a professional and has been found to have a learning disability, he/she is a poor candidate for grade retention. Be sure that specific, intensive, remedial efforts, aimed at overcoming the disability, are undertaken.
19. **Estimate of Intelligence** - A child of average intelligence is more likely to benefit from retention than a child who is greatly above or below average. A slower learner may always be behind his classmates while a gifted child should be able to catch up quickly when the reasons for his school difficulties are corrected. It could be that the gifted child merely needs to be challenged.

Although these nineteen factors are not the only ones to look at carefully when considering retaining a student, they have been shown to be highly important. For a more complete discussion of these factors and of research on grade retention, consult *Light's Retention Scale Manual* and complete *Light's Retention Scale*. ([\*Light's Retention Scale\*](#) is a tool that is available for teachers to use in determining if retention may be of value to any particular student. This scale should never be considered a "test". It is designed specifically for the school professional to use as a counseling tool during a parent conference and as a means of determining what educational and psychological research might indicate concerning a specific retention candidate. *Light's Retention Scale*<sup>10</sup> is available at the OE.

A teacher considering retention of a student should contact the principal and the superintendent. This should be done early in the year, before second semester if possible.

Retention is discouraged unless absolutely necessary. It is never to be used as punishment, and it is never to be used to supplant other educational services. Retention decisions should be made by a team (teacher, parents, principal, SDABC OE personnel) that considers relevant factors. Once a decision has been made to consider retaining a student, the Student Retention Request form and the Student Retention – Parent Consent Form should be completed and returned to the SDABC OE (See Appendix N - Student Retention Request Form and Appendix N - Student Retention Parent Consent Form on OE website under Employee Resources/Handbook. Retention after the second grade should not occur except in the most extreme cases. No student is to be retained more than ONE year.

## **8.7 Equivalency and Challenge Policy**

The BC Graduation Program provides students in grades 10 to 12 with the opportunity to challenge a course rather than having to take the course. The student who successfully challenges the course receives credit. The challenge must follow the procedures established in this policy. This policy will outline the steps to be taken and will also be made available to those who want to challenge a course. The fact that courses may be challenged will be made known to the school community.

Graduation credit is also available by Equivalency which is determined by the school's acting academic administrator.

### **8.7.1 Equivalency**

#### **Policy**

This policy describes how secondary schools award credit to students who have successfully completed an equivalent Grades 10, 11 or 12 course from an educational jurisdiction or institution outside the BC school system. There is no limit to the number of credits granted through Equivalency. Schools may not charge students for Equivalency reviews.

When awarding credits based on equivalency, the Grades 10, 11 and 12 Ministry-developed courses (including courses with a Graduation Program Exam) and board authorized courses will be the standard of comparison.

#### **Procedures**

Schools will award credit through Equivalency following the procedures approved by the K-12 Board.

It is the responsibility of the student to provide the appropriate documentation as proof of successful completion of the course. This would include:

- Transcript of official record of completion of the course and the assigned mark.
- Documentation of the course content and requirements.
- Completed Appendix N - Equivalency Challenge Application Form on OE website under Employee Resources/Handbook

For the purpose of determining Equivalency, the school will make a comparison of courses which may be based on factors such as:

- comparison of learning outcomes
- comparison of general subject matter
- comparison of depth or breadth of coverage of subject matter comparison of assessment methods, instruments, and standards.

To be deemed equivalent, there should be a match of approximately 80% or more of the learning outcomes to either a Ministry-developed or board authorized Grades 10, 11 or 12 course.

For reporting and transcript purposes, schools should assign a letter grade and percentage to all credits awarded through Equivalency. If the student's documents show only a letter grade or level, schools may choose to assign a percentage, based on the mid-point of the matching British Columbia letter grade range. Schools may use "[Transfer Standing](#)" (TS) if it is not possible to determine a letter grade and a percentage from the documentation.

## 8.7.2 Course Challenges

### Policy

This policy describes how secondary schools award credit to students who can demonstrate prior learning. All students enrolled with a school are entitled to undertake a free Challenge process to assess their prior learning.

Prior to engaging in a Challenge process, schools must review any documentation of prior learning that a student presents in order to determine if credit can be awarded through Equivalency.

### Procedures

#### **Courses that are offered at the enrolling school**

1. A student may not challenge a Bible/Religion course.
2. A student may not challenge a course for which he or she has previously gained credit.
3. Normally a student should have at least 88% in the previous course in order to challenge the next level.
4. The student should approach the Academic Administrator (AA) for a copy of the Course Overview for the course to be challenged and an Appendix N - Equivalency Challenge Application Form on OE website under Employee Resources/Handbook.
5. The AA, in consultation with the department head and teacher, will establish a means by which the student can demonstrate that the intended learning outcomes have been met. This could include the student presenting a project, a research paper, writing a series of tests, completing an interview with the teacher, etc. The student is responsible for meeting the requirements. Documentation of this process must be retained in the students' file.
6. At the end of this process the teacher will give a written report to the AA indicating that the intended learning outcomes have been met and assessing a final term grade for the student.
7. The teacher providing the assessment and evaluation from which the marks are derived must be a BC certified teacher with appropriate professional expertise suiting them for evaluation of the relevant course content and outcomes.
8. If the course would normally have an exam the student will be required to write the exam. In order to ensure the success of the student in the next course, the student will be expected to pass the exam with a minimum of 75%. If this is done the final grade will be calculated using the term/exam percentage ratio for that course.
9. The AA will make the final decision as to whether the student has successfully challenged the course.
10. A Course Challenge must be completed prior to taking a course at the higher level. (e.g. Science 9 challenge must be complete before starting Science 10, English 10 challenge must be complete before starting English 11, although a student may start English 11 before the government exam result is finalized)
11. For a provincially examinable course the school will assess and give a mark based on that assessment and report that mark through TRAX before the student writes the associated Provincial Exam.

#### **Courses that are not offered at the enrolling school**

1. A student may not challenge a course for which he or she has previously gained credit. The student should approach the AA to obtain a copy of the MOE IRPs for the course to be challenged and an Appendix N - Equivalency Challenge Application Form on OE website under Employee Resources/Handbook.

2. The administrator will try to find someone who is able to assess whether the student has met the intended learning outcomes for the course. The student will meet (or be in contact) with this person who will establish a means by which the student can demonstrate that the intended learning outcomes have been met. This could include the student presenting a project, a research paper, writing a series of tests, completing an interview with the teacher, etc.
3. The teacher providing the assessment and evaluation from which the marks are derived must be a BC certified teacher with appropriate professional expertise suiting them to the evaluation of the course content being evaluated.
4. The teacher providing the assessment and evaluation from which the marks are derived must be a BC certified teacher with appropriate professional expertise suiting them for evaluation of the relevant course content and outcomes.
5. If the school is unable to find a suitable person the challenge may not take place.
6. At the end of this process the teacher will give a written report to the AA indicating that the intended learning outcomes have been met and assessing a final term grade for the student.
7. If the course has a government exam the course mark will need to be given at least two weeks prior to the exam date. The final grade will be calculated using the term/exam percentage ratio for that course.
8. The AA will make the final decision as to whether the student has successfully challenged the course.

### **8.7.3 External Credentials**

#### **Policy**

This policy describes how students earn credit towards graduation through certain external credentials approved by the MOE.

All students enrolled with a school board are entitled to receive credit if they have earned a Ministry- approved credential.

The MOE has sole authority to review and approve external credentials and assessments, and to provide an official list of these approved credentials and assessments to schools. The list is published in the Ministry's Course Information Book. External credits will be awarded strictly on the basis of the current Course Information Book.

School boards may not charge students for external credential reviews.

#### **Procedures**

In order to earn credit for an approved credential, students must provide the appropriate documentation proving successful completion of the external assessment, course or program.

Students may have earned an approved external credential prior to entering Grade 10; if so, they are awarded credit if they present their credential any time after they enter Grade 10.

For reporting and transcript purposes, schools must assign all credits received as a result of an external credential either as a letter grade and percentage (if possible to determine), or "Transfer Standing" (TS).

#### 8.7.4 Reporting to the MOE

“To receive funding, enrolling school boards must report successful course Challenges to the Ministry through the Transcript and Examination (TRAX) system by June 30 of the school year in which the Challenge occurred. For courses completed via a Challenge process, schools must report the appropriate TRAX code in the "Course Type Field." More information about reporting course Challenges can be found in the [Handbook of Procedures](#)” (**Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies, 2004**)

#### 8.7.5 Documentation

Standard practices for the handling of documents associated with Equivalency and Challenge:

- Associated documents are to be stored according to PIPA guidelines for handling student information.
- Schools to retain records of the application for equivalency and copies of the supporting documents.
- School to retain evaluation documents used to award a mark for a course that has been challenged.
- A summary of the challenge and equivalency policy should appear in the handbook of the school and be available for review, in its entirety, upon request.
- Official copies of successful applications are to be forwarded to the OE.
- All courses credited under this policy must be reported through TRAX in a timely manner as outlined by the MOE.

*(SDABC OE K-12 Board approved policy #21-41)*

# CHAPTER 9 – INCLUSIVE EDUCATION

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## 9.1 Overview

Schools with students in specific categories of inclusive needs are eligible to receive inclusive education funding through the MOE. This document establishes the standard and instruments to be used in designating a student as manifesting a fundable inclusive need and therefore eligible for supplemental education funding.

According to the BC MOE:

“Students with inclusive needs may require additional support and accommodations to enable them to access and participate in educational programs. The Basic Allocation, a standard amount of money provided per school age student enrolled in a school district, includes funds to support the learning needs of students who are identified as having learning disabilities, mild intellectual disabilities, students requiring moderate behaviour supports and students who are gifted. Additional supplementary funding recognizes the additional cost of providing programs for students with inclusive needs in the following categories: dependent handicapped, deafblind, moderate to profound intellectually disabled, physically disabled or chronic health impaired, visually impaired, deaf or hard of hearing, Autism Spectrum Disorder, and intensive behaviour interventions or serious mental illness.”

In order for a student to qualify for Inclusive Needs funding, the student must be appropriately assessed and identified, and have an Individual Education Plan (IEP) in place.

## 9.2 Inclusive Education Categories

Students are identified in one of the following categories:

- Category A (Physically Dependent – Multiple Needs)
- Category B (Deafblind)
- Category C (Moderate to Profound Intellectual Disabilities)
- Category D (Physical Disability/Chronic Health Impairment)
- Category E (Visual Impairment)
- Category F (Deaf or Hard of Hearing)
- Category G (Autism Spectrum Disorder)
- Category H (Intensive Behaviour Intervention or Serious Mental Illness)

## 9.3 Inclusive Education Funding – BC MOE

Schools reporting students on the 1701 Form as one of the three levels identified below will receive supplemental Inclusive Needs funding and the Basic Allocation. The students must be provided with Inclusive needs supports on a regular basis.

### 9.3.1 Supplemental Funding Levels

Supplemental funding for the following is per the current year's operating grant manual.

- Level 1
  - Physically Dependent( A)
  - Deafblind (B)
- Level 2
  - Moderate to Profound Intellectual Disability (C)
  - Physical Disability or Chronic Health Impairment (D)
  - Visual Impairment (E)
  - Deaf or Hard of Hearing (F)
  - Autism Spectrum Disorder(G)
- Level 3
  - Intensive Behaviour Interventions or Serious Mental Illness (H)

### 9.3.2 Documentation to Support Funding

Documentation to support all claims for Level 1, 2 and 3 Inclusive needs funding must include all of the following:

- Assessment and identification in relation to the criteria for that category
- Current IEP containing appropriate goals for category of student
- Support services outlined in the IEP related to the student's needs
- Evidence that a parent has been offered the opportunity to consult on the IEP
- Evidence of learning activities offered in accordance with IEP
- Methods for measuring the student's progress.

### 9.3.3 Funding Allocation for Ineligible Students with Inclusive Needs

Students are not eligible for supplemental government funding in the following MOE categories. Instead, the MOE expects services for these students with identified Inclusive needs to be provided through the Base Funding Allocation. All SDABC schools shall allocate a minimum of 5% of the base grant funding for student learning assistance.

- Category K (Mild Intellectual Disabilities)
- Category Q (Learning Disabilities)
- Category R (Behaviour Support or Mental Illness)
- Category P (Gifted)

### 9.3.4 Identifying Inclusive Needs Students

Schools will formally identify students with Inclusive education designations as defined by the MOE through a School Based team (SBT) process. The inclusive education coordinator for SDABC schools will participate in an advisory capacity in the identification of students with inclusive education designations.

## 9.4 Referral Process

When difficulties in learning interfere with satisfactory educational progress, students may be referred to a inclusive education program. The inclusive education coordinator (either at the school or the OE) will monitor the referral process, in consultation with the appropriate teachers and principal. Schools will identify students who receive school-based support services through a SBT process.

### 9.4.1 Steps to Identify Inclusive Needs Students

These following steps are followed:

1. The regular classroom teacher (and a school's learning support teacher, if on staff) may refer the student to the SBT. A teacher trained in appropriate testing will use tests from a list of approved materials.
2. The SBT will review the information and recommend a course of action. If the course of action includes developing an IEP, a local Case Manager will be chosen from within the team.
3. The student's parents or guardians will be informed of the classroom teacher's initial concerns, invited to provide input into the IEP, and encouraged to participate as part of the school's planning team.
4. Reasonable accommodations for the student, based on identified needs, will be met primarily in a regular classroom setting with age-appropriate peers.
5. If further assessment is recommended, the Case Manager, in consultation with the SBT, will work with the Inclusive Education Coordinator to make a referral for psychological services. After the assessment is complete, the SBT will be notified of the results and subsequent recommendations. The range of psychological services includes:
  - Psycho-educational assessments to determine the student's cognitive abilities, perceptual abilities, learning styles, etc.
  - Behavioural assessments to determine the behavioural needs of the student so that appropriate intervention can be planned.
6. Students will be assessed within the scope of available educational instruments and apparent needs of the students.
7. Before students can be referred for testing by a psychologist or engage with a service provider, the informed written consent of their parents or guardians must be obtained.

## 9.5 Parental Rights

The SDABC K-12 Board recognizes that the involvement of parents or guardians in the educational development of inclusive education students is crucial to the success of the student. Parents or guardians of inclusive education students have the rights and responsibilities to:

- Be informed of the child's referral to the SBT
- Participate in meetings involving their child's placement or review of placement
- Examine written documents and reports regarding their child's educational progress
- Receive, at regular intervals, a written report on their child's progress
- Participate in meetings to form and discuss their child's individual educational plan
- Meet with any student services personnel involved with the assessment of their child
- Obtain, if they wish, private accredited consultative or assessment services at their own expense and have the results of assessments considered by the committee.

## 9.6 School-Based Team (SBT) Membership

The membership of the SBT shall consist of:

- The classroom teacher making the referral
- Other classroom teachers
- The learning resource teacher (if on staff)
- The principal or vice-principal
- An education assistant (optional)
- Other professionals involved with the child
- The SDABC Inclusive Education Coordinator

The parents of the child being referred should be given written notice of the meeting and invited to participate.

## 9.7 Data Collection

Teachers will begin by putting into place “Tier 1” Positive Behaviour Interventions and Supports in the classroom to assist the student with focus, academic outcomes, and behaviour. These may include supports like visual aids, movement breaks, encouragement, and positive home contact. Data should be collected by the teacher(s) from as many of the following sources as possible:

1. Teacher observation
2. Classroom-based formative and summative assessments
3. Work exemplars
4. Discussions with parents or guardians
5. Norms-based assessments such as DIBELS, CAT4, FSA
6. Teacher collected data from sources like:
  - <http://reach.adventisteducation.org/>
  - <http://www.pbisworld.com>
7. Teacher documentation on level of success in Tier 1 interventions

If classroom-based data indicates continuing concerns, the teacher or administrator would then initiate a SBT meeting to consider further assessment, collaborative planning, and the possible development of an IEP. The teacher would share classroom-based data that was collected, and the team would brainstorm for different strategies. At this point, the school may consider supplying support from an education assistant, learning assistance teacher, and/or counselor.

Further data may be collected from the following sources:

- Level B assessments
- Vision and hearing tests
- SLP assessment
- Behaviour specialist report

Formal identification for inclusive education designations would typically come from the following:

- Psycho-educational assessments completed by a qualified psychologist, and/or
- Medical diagnosis by a physician

## 9.8 Admissions of Students with Inclusive Needs

When a student with previous inclusive education identification is entering or transferring to an SDA school, the process should include:

- Obtaining all documentation from the parent/guardian,
- Working with the Office of Education to ensure that finances and supports can be put in place to meet student needs, and
- Working with the SBT and OE Inclusive Education Coordinator (in an advisory role for schools with more than three teachers, and as part of the SBT in schools with 3 or fewer teachers) to determine whether the student is a good fit for the school and to develop the IEP for the student.
- Careful attention to needs for services to ascertain whether the school has the capacity to meet these needs, including the nature of the needs, the possible expenses involved, the availability of a contract services and educational assistants, and the number of inclusive needs students already enrolled in the school.

## 9.9 Perceptual Disabilities

Schools will use the following policy to identify the students who qualify as having perceptual disability for the purpose of determining eligibility to access and use alternative format curricular materials without copyright restrictions, available through ARC-BC:

1. Students are eligible to use alternative format curricular materials when:
  - a. They are defined by medical practitioners as having visual and/or auditory disabilities
  - b. They are identified by a psychoeducational evaluation as having a learning disability
  - c. They receive a recommendation through Level C assessment to use alternative format curricular materials
2. In the absence of an educational psychologist's assessment that shows evidence of a learning disability, students who have NOT yet received a psychoeducational assessment but who are reading two or more grades below their age peers, as determined by a current norms-based test (including CAT4 or another norms-based test – NOT an informal reading inventory) are deemed to have a neurological perceptual disability.
3. Any student accessing and using alternative-format curricular materials must have the need for alternate format materials identified in their IEP and the specific materials from ARC-BC listed as accommodations.
4. The school must have a physical standard print copy of the textbook or novel available for use for each student who is using alternative format materials. Alternative format curricular materials are available through [ARC-BC](#).

## 9.10 Delivery of Services

Students who are identified as requiring support services will receive services based upon individual need, as identified by the school-based teams to the capacity available within the school.

The BC MOE divides inclusive education services into 3 tiers.

- Tier 1 refers to universal supports that may be put in place for all students through use of programs like Universal Design for Learning, Differentiated Instruction, or Response to Intervention. Ongoing discussion with parents or guardians will also guide supports for students.
- Tier 2 refers to targeted supports for individual students or groups of students with additional learning, socio-emotional, or developmental needs. Depending on the success of classroom support, a student may be referred to the school-based team for additional assessment, increased collaborative planning, and/or learning assistance support. Contract services like counseling, OT, and/or SLP may be initiated depending on student need and the capacity available within the school. Either a Student Learning Plan or an Individual Education Plan would be developed at this point. Level B assessments would also be initiated.
- Tier 3 refers to intensive support compatible with MOE designations. Supports would be based upon recommendations from level C and/or medical assessments. Supports will likely involve other agencies like physicians or psychologists, an education assistant would be in the classroom, and contract support personnel may be put into place, possibly including SLP, OT, psychologists or others as recommended by assessments. Students with more severe needs may require Integrated Case Management with regular external services and the involvement of organizations like the Ministry of Health, MCFD, SETBC, POPARD.

## 9.11 School Completion Certificate Process

Planning for a student graduation with a school leaving certificate (Evergreen Diploma) must be aligned with the BC MOE Educational Standards Order, Section 5.3 and Student Credentials Order, Section 3.

Long-term plans within an IEP for a student with a inclusive needs' designation graduating with a school leaving certificate (Evergreen Diploma) should include the following:

- Written plan done in consultation with the student, their parents/guardians, and the SBT, including the OE inclusive education coordinator, regarding post-secondary transitions and plans. It is important that students and their parents clearly understand that the Evergreen represents the completion of personal learning goals but does not represent graduation.
- If possible, during the student's grade 11 and 12 years, the student should have the opportunity to participate in community work experience. This can be facilitated by either the school or the family. The student should have a current resume and sample job application letter in a documentation file. Work experience success should be documented by supervisory reports and self-reports.
- If possible, contact with a key worker in the Ministry of Children and Family Development should be made to facilitate access to community services.
- If the student plans to upgrade their academic skills after graduating with an Evergreen Diploma, the student or family should contact a local public school or community college to discuss the Adult Dogwood program or upgrade programs leading to a GED.

## 9.12 Inclusive Education Assessment Funding – SDABC OE

There are students in SDABC schools who require more in-depth assessment than the school can provide locally in order to give the teachers and administrators relevant information to help provide better educational programming for the student and to assist in the possibility of obtaining supplemental inclusive education funding.

### 9.12.1 Assistance from SDABC OE

To assist teachers and principals in making applications for available funding to help facilitate student assessment, the SDABC OE will underwrite 35% of the cost of professional assessment, up to a maximum of \$900 for an eligible student. The local school must apply to receive these funds using the process explained in this document.

### 9.12.2 Eligibility of Testing

This program is primarily to provide funding for psycho-educational assessments. However, there is the possibility of necessary initial speech-language, occupational, or physical therapy assessments being funded through this initiative.

### 9.12.3 Identification of Student Eligibility

Adventist schools under the SDABC OE will use the following process to identify the students for whom schools may receive funding for a necessary assessment.

1. Student has been referred to an In-School Review Committee (ISRC) or SBT
  - a. Documentation of this process has been supplied to the Office of Education. Minutes of the ISRC meetings, IEP meetings, or a signed copy of the IEP will suffice
  - b. The SDABC OE "Inclusive Education Assessment Funding Request" form has been completed by the parents, teachers, and local principal and forwarded to the OE.
2. Student has been assessed at the school/local level by one or more of the following:
  - a. CAT4 (or similar) norms-based achievement testing indicating that the student has significant challenges
  - b. An assessment by a qualified level B assessor using an SDABC OE approved testing instrument (WIAT4-Candian or similar) with results indicating a two-standard deviation or greater variation from the norm
  - c. Current (with 24 months) medical documentation relevant to the student's academic or behavioural functioning
  - d. Significant documentation of long-term emotional or behavioural difficulty
3. Student has documentation of longevity in the SDABC school system.

- a. Documented evidence of continuance the following year with a SDABC school system, including completed application for enrollment for the following school year and entrance fee paid for the following year
- b. A student moving from one SDABC school to another would be eligible for funding.

#### **9.12.4 Student Ineligibility**

The following students are ineligible for the purposes of this funding:

1. Students who currently qualify for supplemental funding from the MOE, as grant monies may be used for required re-testing.
2. Students who do not qualify for government grants (i.e. international students)

#### **9.12.5 Assessor Acceptability**

The assessor used to provide the assessment must be approved by the SDABC OE. The following conditions must be met by the assessor:

1. For psychological assessments, the assessor must provide proof of membership in good and regular standing in one of the following provincial associations:
  - a. College of Psychologists of British Columbia or Alberta
  - b. British Columbia Association of School Psychologists
2. For medical assessments (Speech/Language, Occupational Therapy/Physiotherapy) the assessor must provide proof of membership in good and regular standing in the applicable provincial (BC) professional association.
3. The assessor must provide documentation of WCB or equivalent coverage if assessment is to be done on school property
4. The school must submit a written estimate from the assessor detailing the cost of the assessment.

#### **9.12.6 Funding Formula**

The SDABC OE payment (according to policy) will be paid to the school, not to the parent/family nor to the assessor. Schools are encouraged to arrange with the parents to split the remaining cost of the assessment.

#### **9.12.7 Checklist**

The following items are required to apply for funding from the SDABC OE:

- Minutes of ISRC/IEP meeting OR signed copy of IEP
- Inclusive Education Assessment Funding Request form
- Norms-based assessment scores OR medical documentation OR documentation of long-term emotional/behavioural functioning
- Evidence of application form and fee payment for following school year
- Written financial estimate from a qualified assessor

See “Inclusive Education Assessment Funding Request” documents to apply for financial assistance for assessment.

*(SDABC OE K-12 Board approved policies #24-29 & #24-30)*

# CHAPTER 10 – HEALTH & SAFETY

## 10.1 Safe Campus Policy

Each school board will approve a site-specific Safety and Security Plan, and it shall be responsible for implementation and compliance. This policy and the Safety and Security Plan prepared by the school are designed to promote the safety of the school's employees, students, volunteers and visitors. The plan will include provisions for the following areas:

	Domain	Standard
1	Controlled Entry to Campus Buildings	Locked external doors and controlled admittance during “in session days”
2	Personnel Accounting	The ability to account for every person in the event of an emergency. Class lists with contact information for each student is to be available to administration during an incident.
3	Safety Information	Communicate safety information using clear signage and the school handbook. Emergency skills will be regularly taught and reinforced.
4	Response Systems	Individuals will be designated to maintain alarms, locks, and emergency communications.

A template is available to assist in preparing the school's Safety and Security Plan.

*(SDABC OE K-12 Board approved policy #11-49)*

## 10.2 Student Safety

The school is legal responsibility for the safety of students begins when they leave home and continues until they return home by a parental-approved route or to a parental-approved destination. The school does not have the authority to release students to any individual not designated by parents or guardians. The safety of students includes teacher responsibility for student supervision in the classroom as well as on the playground.

Teachers are also legally responsible for the safe environment of students. Any unsafe conditions within the area of the teacher's supervision, such as broken windows or jagged edges of furniture or fixtures, should be called to the attention of the administration and immediate steps should be taken to keep students from such hazards. Teachers are encouraged to maintain current First Aid and CPR certification.

## 10.3 Student Supervision

1. Students will be directly supervised at all times while at school or attending school-sponsored events.
2. Principals will ensure that there are adequate supervisors for the number of students being supervised and that all student areas will be supervised while students are present.
3. The school's student/parent handbook will clearly identify pre- and post- school-day supervision times and locations.
4. School administration will develop in writing, intentional supervision and reporting procedures that will best guard student health and safety on their campus and provide specific action plans and intentional training of supervision personnel.

5. Supervision personnel will keep all supervised students within sight and will refrain from distractions including texting, Facebooking etc., non-supervision tasks such as marking student work, engagement in play, or anything else that impedes their awareness of all students' safety.
6. Supervision personnel will be responsible to ensure that student conduct and any potential hazards within the physical area are proactively managed to ensure student safety.
7. Supervision personnel will immediately report to the principal, damage or defect of physical structures, apparatus or grounds as well as any behavioural or supervisory trends that pose a risk to students or that prevent adequate supervision.

(SDABC OE K-12 Board approved policy #15-45)

## 10.4 Student Accidents

The first determination that needs to be made when a student has an accident is whether it appears to be **serious**. Whenever a student sustains a blow to the head parents should be notified at once. If it is suspected that a student has sustained a serious injury of any type, the student is not to be moved. An ambulance is to be called immediately. Moving by an untrained person may result in complications or even death. Parents are to be notified immediately when any serious injury is suspected. If the parents cannot be reached the doctor and emergency contact person specified on the student's record should be called. After attention has been given to the student immediate steps should be taken to complete:

1. the *Student Accident Insurance Standard Claim Form* on the Education web site, and
2. the school's Accident Log

Schools within the Conference carry student accident insurance through the Conference. For the parents to claim the benefits of the accident insurance it is necessary for the school to complete specific forms and to make a statement of the circumstances under which the student was injured. These forms are available on the Education web site and must be completed by the school before parents can make a claim to their insurance company.

## 10.5 Accidents – Minor

In case of a minor accident that may involve cuts or abrasions first aid should be administered at the school. The use of disinfectants, ointments or medications are *prohibited* except when specific requests in writing are made by parents. The first aid administered may include washing the wound with soap and water and covering with a bandage. Use surgical gloves when cleaning an open wound. Each school must maintain first aid equipment sufficient to care for accident victims in an emergency.

## 10.6 Teacher or Staff Injuries

When an employee is injured at work:

1. it must be reported (within 2 days) to the Risk Management Department SDABC even if the employee does not seek outside medical attention, and
2. recorded in the school's Accident Log immediately after the injury has been attended to

## 10.7 Personal Information Privacy Policy For Parents and Students Privacy Laws

### 10.7.1 The School's Commitment to You

Safeguarding personal information of parents and students is a fundamental concern of the OE. Our schools are committed to meeting or exceeding the privacy standards established by *BC's Personal Information Protection Act* (PIPA) and any other applicable legislation.

This Personal Information Privacy Policy (PIPP) describes the policies and practices of SDA schools 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.

The SDABC OE may add, modify or remove portions of this PIPP 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 PIPP at the school office. This PIPP may be supplemented or modified by agreements entered into between a school and an individual from time to time.

### 10.7.2 Definitions

In this PIPP, the following terms have the meanings set out below:

- "Personal information" means any information about an identifiable individual, as further defined under *BC'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 at an SDA school in BC.

### 10.7.3 Ten Privacy Principles

As part of our commitment, the *Ten Privacy Principles* govern the actions of our schools as they relate to the use of personal information. This PIPP describes the *Ten Privacy Principles* and provides further details regarding compliance with the principles.

#### 10.7.4 Principle 1 – Accountability

Each school is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the Conference, Office of Education has designated the school principal who is accountable for the school's compliance with the *Ten Privacy Principles*. This individual is the *Privacy Officer* of the school.

#### 10.7.5 Principle 2 – Identifying Purposes

The school will, before or at the time personal information is collected, identify the purposes for which the information is collected, used and disclosed.

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

#### **10.7.6 Principle 3 – Consent**

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

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

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

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

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

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

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

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

**How Is Information Used?** The school uses personal information as follows:

- To communicate with parents and students, process applications and ultimately to provide
- students with the educational services and co-curricular programs you expect.
- To enable the school to operate its administrative function, including payment of school fees and maintenance of non-educational school programs including parent and volunteer participation and fundraising.

- Health, psychological, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services.
- If for any reason personal information is required to fulfill another purpose, the school will, where appropriate, notify you and ask you for your consent before the school proceeds.
- The school may use anonymous information, such as information collected through surveys or statistical information regarding students, to constantly improve our school.

**When May Information Be Disclosed?** The school may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law. The following are some examples of how the school may disclose personal information.

**When Authorized By Your** 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~~ MOE. 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** The school sometimes contacts outside organizations to perform specialized services such as printing, student assessments, market research or data processing. For example, the school may produce a yearbook and give its publisher the information required to produce the annual yearbook. Suppliers of specialized services are given only the information necessary to perform those services. The school takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

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

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

### 10.7.9 Principle 6 – Accuracy

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

**How May I Update Outdated Or Incorrect Information?** An individual may, upon written request to the school, request that school officials correct an error or omission in any personal information that is under the school’s control and the school officials 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.

### 10.7.10 Principle 7 – Safeguarding Personal Information

The school will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

**The School’s Employees** In the course of daily operations, access to personal information is restricted to authorized employees who have a legitimate reason for accessing it. For example, teachers will have access to personal information about students but not your account with the school. Employees are appropriately educated about the importance of privacy, and they are required to follow the school’s policies and procedures regarding handling of personal information.

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

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

### 10.7.11 Principle 8 – Openness

The school will make information available to individuals concerning the policies and practices that apply to the management of personal information. Individuals may direct any questions or enquiries with respect to the school’s privacy policies or practices to the Privacy Officer (principal) of the school.

### 10.7.12 Principle 9 – Individual Access

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

**How May I Access My Personal Information?** Individuals may access and verify any personal information with appropriate notice so that the office is able to supply the information required. Most of this information is available in the registration forms and other forms that you filled out.

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

### 10.7.13 Principle 10 – Complaint Process

Individuals may question compliance with the above principles.

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

*(SDABC OE K-12 Board approved policy #11-11E)*

## **10.8 Harassment and Bullying Prevention Policy**

The safety and wellbeing of children in Adventist schools is of paramount consideration. Children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. Therefore, all Conference schools will ensure that children attending these schools will experience a learning environment that enables every child to feel safe, accepted and respected.

SDABC schools will continuously develop strategies to make students feel valued, respected and connected within the school community. This will include the protection of the students' physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity and expression, while remaining consistent with the Seventh-day Adventist faith-values, cultural perspective and philosophical values.

Any student engaging in activities of promoting hatred, intolerance, aggression, or hostility, including bullying, cyberbullying, harassment, intimidation, threatening or violent behavior against any individual or group because of their gender, race, culture, religion, sexual orientation or gender identity and expression threatens the safety and wellbeing of students. These behaviours may occur at school, at a school-related activity, or in any other circumstances where engaging in the activity will have an impact on the school environment. These aforementioned activities will immediately become subject to disciplinary review which may include consultation with parents and legal authorities. A student's age, unique personal needs and mitigating circumstances will be considered in such a review, and every sensible option to educate and remediate will be explored. However, the protection of every student's physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying, will carry the highest priority. Major behavioural infractions such as these may result in removal from enrollment at a SDABC school and/or referral to law enforcement.

SDABC schools and the authority will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint concerning a breach of this policy.

*(SDABC OE K-12 Board approved policy #18-11)*

## **10.9 Substance Abuse Policy**

Our schools are committed to the health and safety of students. We recognize that the use of drugs, tobacco, vaping products, alcohol, and certain medications, can have serious effects on students and the learning environment. Accordingly, our schools are committed to preventing substance use and impairment on school property, and at all times during school hours. Policy strictly prohibits students from possessing, manufacturing, offering for sale, selling, distributing, consuming, or using drugs, tobacco, vaping products, or alcohol during school hours and at school events, whether on or off school property.

*(SDABC OE K-12 Board approved policy #22-06)*

## **10.10 Child Abuse and Neglect Policy for Employees**

### **10.10.1 Preamble**

Ensuring that a School Authority has policies and procedures in place to respond promptly and effectively to incidents of child abuse and neglect is a responsible approach to protecting students as well as the interests of the School Authority. This document provides guidelines for independent schools when establishing policy and responding to child abuse and neglect. This document underscores the importance of a collaborative approach between independent school authorities and personnel, the Ministry of Children and Family Development, and the police to respond effectively to incidents of suspected child abuse and neglect and to ensure that children are protected.

The SDABC Conference 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.

### **10.10.2 Purpose**

The purpose of this policy is to provide specific guidance to the employees of SDABC 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.

The Conference K-12 Board 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 on the Office of Education website or is available from the SDABC administration.

### **10.10.3 Guiding Principles**

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

- The safety and well-being of children is 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.

### **10.10.4 Protocols on Reporting Child Abuse and/or Neglect Involving Parents or Parental Failure to Protect Child**

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

1. The school principal is designated as the “Appointed School Official (ASO)” and the superintendent at the OE as the “Alternate School Official (AASO)”. All staff and volunteer personnel will be informed if a person other than the principal has been named as the Appointed School Official.
2. 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 - Contact Information For Partner Agencies With Respect To Child Abuse in Child Abuse and Neglect Policy for Employees on OE website under Employee Resources/Policies) 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 at the OE. 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, investigate. (CFCSA Section 13)

3. 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 - Contact Information For Partner Agencies With Respect To Child Abuse in Child Abuse and Neglect Policy for Employees on OE website under Employee Resources/Policies.)
4. The police must be contacted immediately if the child is in any immediate danger.
5. 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.
6. School personnel will cooperate fully with any resulting investigation, including assisting with the interviews of children and staff as necessary.
7. The school will protect personal information regarding the investigation, including the reporter's identity, against improper or unauthorized disclosure or use. School personnel must not share information with outside agencies about child abuse investigations, particularly if the police are involved.
8. The Appointed School Official will ensure that the school environment is safe during any investigation.
9. School personnel will support students who are victims of child abuse or neglect.

#### **10.10.5 Procedures Where Allegations of Child Abuse are Made Against Independent School Staff, Volunteer, Contract Service Providers or Others in the school Setting**

According to the MCFD handbook, "The BC Handbook for Action on Child Abuse and Neglect – For Service Providers", p 32, "If the abuse occurs in a setting such as a school, youth custody or childcare centre, the head of the organization is responsible for responding." It is the legal responsibility of school officials and employees to provide a safe learning environment for students. If the school officials and employees believe that a child is being abused or at risk, there is a legal duty to report the concern to the local child welfare worker and the police if the child is in imminent danger.

1. 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.
  - a. **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.
  - b. **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 needs 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.
  - c. **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.

- d. **The Principal or ASO** - must consult with the superintendent before suspending a school staff member.
  - e. **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 - Contact Information For Partner Agencies With Respect To Child Abuse in Child Abuse and Neglect Policy for Employees on OE website under Employee Resources/Policies.)
2. 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 Office of Education, determine what action is required.
  3. 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.
  4. In addition to the authority provided in the Independent School Act (ISA) the Conference has the following policy(s) dealing with professional misconduct of employees:
    - i. Sexual Harassment of Students (SDACC Education Code)
    - ii. Child Abuse (SDACC Education Code)
    - iii. Sexual Misconduct in Church Relationships Involving Denominational Employees and Approved Volunteers (NAD Working Policy)
  5. 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)(c).
  6. **Reporting to the Police:** Not every incident that might constitute an offense if proven will warrant police involvement. School officials are expected to exercise judgment. Where there is reason to believe that the alleged child abuse by employees, volunteers, contract service providers or other persons may constitute a criminal offence warranting police involvement, the school official needs to consult with the police regarding the matter.
  7. **Reporting to a Child Welfare Worker:** 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](#).

#### 10.10.6 Duty to Report Professional Misconduct

An authorized person (certificate holder or a person who holds a letter of permission), must promptly provide the commissioner and the superintendent 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 an authority 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, or neglect of a student or minor, the authority must without delay notify the principal who must without delay send to the commissioner a report regarding the suspension, dismissal or disciplinary action (ISA s. 7.2).

#### **10.10.7 Protocols on Relationships with Partner Agencies**

The school will obtain the names and contact information of local agencies that will aid when dealing with child abuse and/or neglect. (See Appendix A - Contact Information For Partner Agencies With Respect To Child Abuse in Child Abuse and Neglect Policy for Employees on OE website under Employee Resources/Policies.)

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 need to become familiar with these protocols as outlined in Appendix A - Contact Information for Partner Agencies with Respect to Child Abuse in Child Abuse and Neglect Policy for Employees on OE website under Employee Resources/Policies.

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.

#### **10.10.8 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. (See Appendix B – Frequently Asked Questions in Child Abuse and Neglect Policy for Employees on OE website under Employee Resources/Policies.)

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, pages 37-45.

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, pages 21 – 33.

*(SDABC OE K-12 Board approved policy #21-39)*

## 10.11 Communicable Diseases

### 10.11.1 Introduction

Seventh-day Adventist schools have continued to build on the experiences and the advice of public health experts to determine our communicable disease prevention plan. The SDABC Communicable Disease Prevention Plan focuses on reducing the risk of transmission of communicable diseases, including COVID-19.

This document was created/updated based on:

- Provincial COVID-19 Communicable Disease Guidelines for K-12 School Settings (August 25, 2022)
- BC Centre for Disease Control | Ministry of Health Public Health Communicable Disease Guidance for K-12 Schools (August 25, 2022)
- Supporting Child Wellness: Public Health Guidance for Communicable Disease (including COVID-19) Management in Child Care Settings (August 25, 2022)
- The Daily Health Check (January 2022)

**NOTE: Much of the following document includes direct quotes from one or more of the above links.**

**Employees, parents, and school visitors are to review this document and follow these operational guidelines when in any SDABC building in order to ensure the health & safety of self and others; everyone must do their part to help reduce the spread of communicable diseases.**

The BCCDC notes that schools continue to be low-risk sites for COVID-19 transmission. The guidance of this document supports reducing the risk of transmission of communicable diseases, including COVID- 19.

NOTE: The SDABC Communicable Disease Prevention Plan will be updated when temporary additional measures are required to reflect any new information from the Ministry of Health, Ministry of Education, and WorkSafeBC.

The following is divided according to the following:

1. Recovery
2. Communicable Disease Prevention Guidance
3. Communicable Disease Prevention Plans
4. Environmental Practices
5. Administrative Practices
6. Personal Practices
7. Administrator Protocols for Managing Communicable Disease Activity at School
8. Resources For Parents, Students and Staff

### 10.11.2 Recovery

#### Trauma-Informed Practice

Schools should continue to create supportive school environments, including utilizing a trauma- informed practice. As part of trauma-informed practices in our schools, staff are to:

- provide inclusive and compassionate learning environments
- understand coping strategies
- support independence
- help to minimize additional stress or trauma by addressing individual needs of students and staff.

## **Indigenous Students (First Nations, Métis And Inuit)**

First Nations may take increased safety measures during the pandemic recovery phase. This may mean that some First Nations learners will not be able to attend in-person classes. First Nations have the authority to declare states of emergency and have responsibility for the education of their citizens. In the spirit of Reconciliation and consistent with the Declaration on the Rights of Indigenous Peoples Act, SDABC schools are encouraged to engage with First Nations communities who have First Nation students living in community (on-reserve) discuss any school plans for the 2022/23. This will help to identify potential accommodations needed to support students who may not be able to attend in-person classes. Schools are expected to continue to support equitable outcomes and opportunities for all Indigenous learners by maintaining Indigenous student supports and collaboration with Indigenous communities and education partners.

### **10.11.3 Communicable Disease Prevention Guidance**

#### **Supportive School Environments**

Schools should be supportive environments for communicable disease prevention by:

- Having staff model personal practices (e.g., hand hygiene, respiratory etiquette), and assist younger students as needed.
- Sharing reliable information, including from the BC Centre for Disease Control, Office of the Provincial Health Officer, and local health authorities with parents, families and caregivers.
- Promoting personal practices in the school (e.g., posters).
- Ensuring individual choices for personal practices (e.g., choosing to wear a mask or face covering) are supported and treated with respect, recognizing varying personal comfort levels.

#### **Vaccines**

Vaccines are important tools to protect against many serious communicable diseases, including reducing the risk of COVID-19 in schools and communities. All COVID-19 vaccines approved for use in Canada protect against serious complications, including various variants of concern. It is important to get all recommended vaccine doses to get the most effective protection against serious cases of COVID-19. People 6 months or older are eligible for COVID-19 vaccines. More information about COVID-19 vaccines is available on the BCCDC website.

- Although proof of vaccination is NOT required for schools for staff, students, or visitors, students and staff are encouraged to ensure they are up to date on all recommended vaccines for other communicable diseases, including COVID-19 vaccine.
- Schools/administrators are encouraged to share evidence-based information and promote opportunities to be vaccinated in partnership with public health and local Medical Health Officers. Evidence-based immunization information and tools for BC residents are available from BCCDC and ImmunizeBC websites.
- Each school is required to provide a designated space for public health nurses or other qualified health personnel to carry out their duties (including immunizations).

#### **WorkSafeBC – Communicable Disease Prevention**

Schools must follow WorkSafeBC communicable disease prevention guidance and must provide communication, training, and orientation to ensure the health and safety of their workers. WorkSafeBC communicable disease prevention guidance is aligned with the guidance provided by BCCDC. Please see their website for specific requirements and additional information.

#### 10.11.4 Communicable Disease Prevention Plans and Emergency and Evacuation Drills

Emergency and evacuation planning, and drills should consider the SDABC Communicable Disease Prevention Plan. In the event of an actual emergency, communicable disease prevention measures can be suspended to ensure for a timely, efficient, and safe response.

#### 10.11.5 Environmental Practices (Cleaning and Disinfecting)

Regular cleaning and disinfection can help prevent the spread of communicable diseases. Cleaning of frequently touched surfaces should occur in line with regular practices and when visibly dirty.

##### Products & Procedures for Cleaning and Disinfecting

- For cleaning, use water and detergent (e.g., liquid dishwashing soap), or common, commercially available products, along with good cleaning practices. For hard-to-reach areas, use a brush and rinse thoroughly prior to disinfecting.
- For disinfection, use common, commercially available disinfectants listed on Health Canada's hard-surface disinfectants for use against coronavirus (COVID-19).
- Follow these procedures when cleaning and disinfecting:
  - Always wash hands before and after handling shared objects.
  - Items and surfaces that a person has placed in their mouths or that have been in contact with bodily fluids should be cleaned as soon as possible and between uses by different people.
  - A dishwasher can be used to clean and sanitize dishwasher-safe items if the sanitize setting is used with adequately hot water.

##### General Cleaning and Frequently Touched Surfaces

- General cleaning should include cleaning of the premises.
- Cleaning and disinfection of **frequently touched surfaces** should occur **at least once in a 24-hour period and when visibly dirty**.
- Frequently touched surfaces are items touched by larger numbers of students and staff. They can include doorknobs, light switches, hand railings, water fountains and toilet handles, as well as shared equipment (e.g., computer keyboards, PE/sports and music equipment), appliances (e.g., microwaves) and service counters (e.g., library circulation desk), and may change from day to day based on utilization.
- Carpets/rugs/and frequently touched items such as toys, can be used. Frequently touched items like toys or manipulatives that may not be able to be cleaned often (e.g., fabrics) or at all (e.g., sand, foam, playdough, etc.) can be used.
- Garbage containers should be emptied daily.

Cleaning and disinfection activities should focus on spaces that have been utilized by staff or students.

*(K-12 Board approved policy, September 22, 2022)*

## 10.12 Infectious Diseases & Pandemic Response Policy

For the protection of staff and students in the event of widespread infectious diseases and declared pandemics.

##### The OE requires:

1. That each local school operating board create an Infectious Disease and Pandemic Response Plan.
2. That each local school establish a working relationship with the local Medical Health Officer.

3. That each local school's response planning and communications are consistent with the wording and procedures used by the Office of the Provincial Health Officer and the local Medical Health Officer.

**The Local School will:**

1. Pass a local response plan for responding to pandemics as well as localized outbreaks of infectious diseases.
2. Designate an alternate representative to communicate with the local Public Health Officer in the event of their own illness.
3. Establish a working relationship with the local health officials. Local schools will follow local Medical Health Officer's guidelines relating to reporting of absenteeism and public health procedures.
4. Provide appropriate education for staff, parents and students regarding the best practices in preventing and reducing the transmission of illness.
5. Implement recommended guidelines for hygienic procedures as advocated by the MOE, the Office of the Provincial Health Officer and/or the local Medical Health Officer.

**School Closures:** School closures will only take place under the direction of the Office of the Provincial Health Officer and/or the local Medical Health Officer and in consultation with the SDABC Office of Education.

*(SDABC OE K-12 Board approved policy #09-54)*

## **10.13 Administering Medications**

1. Teachers should not diagnose a health condition or give any internal medications, including aspirin, except as follows:
2. Any student who is required to take, during the regular school day, medication prescribed by a physician may be assisted by the school nurse or other designated school personnel if the school receives:
  - a. A written statement from such physicians detailing the time schedules, amount, and method by which such medication is to be taken, and
  - b. A written statement from the parent or guardian of the student indicating the desire that the school assist the student in matters set forth in the physician's statement.
3. Such medication must be delivered to the school in the original container bearing the pharmacy label. This label must contain the name and place of business of the seller, the serial number and the date of such prescription, the name of the person for whom such drug is prescribed, the name of such member of the medical profession who prescribed the drug and must bear directions for use as prescribed by such member of the medical profession.

## **10.14 Anaphylaxis & At-Risk Anaphylaxis Policy**

The SDABC K-12 Board of Education recognizes that there are students with diagnosed anaphylaxis and at-risk anaphylaxis. These students require planned care and support on and off school grounds and during school events (e.g. field trips, sporting events).

Whereas some students suffer from life-threatening allergic reactions, the Board expects that principal, teachers and support staff be informed and aware of the threat of allergic shock. They need to know measures to reasonably avoid the allergens for affected students and be able to respond to an allergic reaction emergency.

Schools can be expected to create an allergy aware environment. It is unrealistic to expect an allergen free environment. However, schools need to be aware of the needs of students with at-risk anaphylaxis and diagnosed anaphylaxis.

Every employee has a duty to render assistance to a student in an emergency situation to the extent that is reasonable for a person(s) without medical training.

Every person who has access to an individual student Anaphylaxis Emergency Plan has a duty to maintain confidentiality.

### 10.14.1 Definition of Anaphylaxis

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

### 10.14.2 Signs and Symptoms

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rarer cases can develop hours later. Specific warning signs, as well as the severity and intensity of symptoms, can vary from person to person and sometimes from attack to attack in the same person. ([Canadian Society of Allergy and Clinical Immunology, Anaphylaxis in Schools and Other Settings](#), p. 6-7).

**At-Risk Anaphylaxis is a condition that is diagnosed and/or stipulated by a Physician and communicated in writing by the Physician to the principal of the school that the student attends.**

### 10.14.3 Anaphylactic Reaction Symptoms

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

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

The most dangerous symptoms of an allergic reaction involve (both of these symptoms may lead to

- death if untreated):
- Breathing difficulties caused by swelling of the airways
- A drop in blood pressure indicated by dizziness, light-headedness or feeling faint/weak.

### 10.14.4 Record Keeping, Monitoring and Reporting

The school principal has the responsibility for keeping an accurate record for each student at risk of life-threatening allergies. The record shall include the student’s Anaphylaxis Emergency Plan.

A separate emergency plan must be developed for each anaphylactic child. It is the parent’s responsibility to provide the ‘Anaphylaxis Emergency Plan’ form, signed by the family physician, to the school principal on the first day of school or upon the date of registration. The plan is to be signed by the parent and physician (child should sign when age appropriate).

The 'Anaphylaxis Emergency Plan' form must be updated annually or as required. The Plan must be communicated to the relevant teachers and support staff.

#### **10.14.5 Responsibilities of the Principal, Parents and/or Guardians**

##### **The Principal shall:**

- Ensure that identified anaphylactic students have an 'Anaphylaxis Emergency Plan'.
- Ensure all forms are up to date and that medication(s) has not expired.
- Record information relating to the specific allergy(s) for each identified anaphylactic student to form part of the student's permanent student record.
- Keep a record of all anaphylactic incidents.

##### **The Parents and/or Guardians shall:**

- Upon registration, identify children with anaphylaxis to the school principal.
- Complete the Appendix P - Anaphylaxis Emergency Plan on OE website under Employee Resources/Handbook.
- Identify allergens that trigger reaction.
- Describe the treatment protocol signed by a physician.
- Provide an adequate and current supply of auto-injectors (or other medications) as per the Emergency Plan.
- Update the child's condition whenever there is a significant change related to the child.
- Authorize permission for the posting and sharing of the child's photographs and medical information normally contained in the medical alert form.
- Provide a medical alert bracelet to be worn by the student at all times.

(For those with financial need, Medic Alert® may provide financial assistance to obtain their products. See: [www.medicalert.ca](http://www.medicalert.ca))

#### **10.14.6 Responsibilities of School Staff**

##### **The principal must ensure that:**

- All staff are alerted, and the student is identified to the staff. (See Appendix P - Anaphylaxis Tracking Sheet on OE website under Employee Resources/Handbook.)
- All staff is alerted to board policy and procedures on managing anaphylaxis.
- Completed Appendix P - Anaphylaxis Emergency Plan are placed in key locations (i.e. School office, P.E. office, etc.)
- Parents are included in the decision to post information.
- All staff must know the location of the auto-injectors.

##### **The staff must ensure that:**

- The auto-injector is brought to classes away from homeroom, if required (i.e.: music, computer lab, PE).
- The auto-injector is brought on all field trips.
- The auto-injector is brought along during all emergency procedures and drills.

##### **Sharing Information with Parents and Parent Organizations**

- Principals shall inform parents of the presence of a student with life threatening allergies in their child's classroom and/or school and the measures being taken to protect the student.
- Parents shall be asked to cooperate and avoid including the allergen in school lunches and snacks.
- Parents shall be informed of alternative foods to the allergen, food labeling, ingredient lists to be provided when food is being brought from home.

### 10.14.7 Avoidance and Awareness of Allergens in the School Setting

The following recommendations should be considered in the context of the anaphylactic student's age and maturity:

- As a student matures they should be expected to take increasing personal responsibility for avoidance of their specific allergens.
- The balance to be achieved in allergen avoidance is to find ways to minimize the risk of exposure without depriving the anaphylactic student of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.
- It is understood that schools and classrooms will exercise discretion in adapting to the needs of individual students and the allergens which trigger reactions.

### 10.14.8 Ideas for Providing Allergen-Awareness Areas

While it is impossible to eliminate all potential allergens from the school environment, it is expected that the principal will develop realistic strategies with parents and staff to create an allergen-aware environment to minimize risk for all members of the school.

- Where the classroom is used as a lunchroom, establish it as an allergen aware area, using a cooperative approach with students and parents. Discourage the sharing of food, utensils and containers.
- Develop strategies for monitoring allergen-aware areas including safe eating areas. Such strategies may include hand and surface washing routines.
- Identify high-risk areas for anaphylactic students.
- Sources of contamination may exist outside designated eating areas within the school. The anaphylactic child, the child's teacher and the child's parent should also consider possible sources of allergens such as:
  - Curricular materials such as: playdough, stuffed toys, science projects, and other manipulatives possibly contaminated in normal use.
  - Foods or beverages brought to school for seasonal events including traditional Canadian holidays, celebrations and/or multi-cultural events.
  - School equipment, including computer keyboards, musical instruments, locks/lockers, and trash containers.

### 10.14.9 Field Trips

In addition to the usual school safety precautions applying to field trips, the following procedures should be in place to protect the anaphylactic child:

- Require all supervisors, staff and parents be aware of the identity of the anaphylactic child, the allergens, symptoms and treatment.
- Ensure that the auto-injector is brought on the field trip

### 10.14.10 Anaphylaxis Training

On an annual basis the principal will ensure that:

- All school-based staff who are reasonably expected to have supervisory responsibility are provided an orientation/in-service on anaphylaxis, including, but not limited to, administrators, clerks, teachers, teacher assistants, noon hour supervisors, and volunteers.
- All school-based staff are trained on how to respond to an anaphylaxis emergency.
- Training on anaphylaxis includes, but not be limited to, the following:
  - An overview of the emergency plan(s), including emergency protocols to deal with an anaphylaxis episode, and the use of epinephrine auto-injector.

- Information on which students in the school have been diagnosed with anaphylaxis.
- Signs, symptoms and information about the potential sources of specified allergens including visible and hidden food sources of allergens such as prepared foods.

The training noted above must be prepared in consultation with an expert in anaphylaxis and should be completed prior to the beginning of the school year

Ensure that any and all staff, including teachers, teacher assistants, school clerical staff and bus drivers who have a student diagnosed with anaphylaxis, receive specific information and training concerning the student

*(SDABC OE K-12 Board approved policy #21-37)*

## 10.15 Blood Borne Pathogens

All school employees must be trained to deal with blood borne pathogens. The superintendent must be informed, by the school principal, as soon as it is known of any student infected with an infectious blood borne disease.

## 10.16 Poisons – Chemicals and Cleaning Agents

The principal is to follow government safety regulations for proper storage of all chemical agents such as cleaners, solvents, disinfectants and insecticides. Such hazardous materials are to be identified, safety procedures are to be in place and easily accessible. (It is recommended that *Material Safety Data Sheets* [MSDS] for each hazardous material be available where the product is used and a master binder of all MSDS be kept in the office.) Small amounts of household cleaners which should not exceed 1 litre of liquid or 750g of dry product, may be stored under sinks for routine classroom use.

## 10.17 Emergency, Fire and Disaster Drills

Each classroom should have an outline of the procedures to follow in emergency situations including natural disasters such as flood, fire, earthquake, volcanoes, severe windstorms or blizzards, and man-made disasters such as bomb threat, fallen aircraft, chemical accident, radiation accident, explosion, utility failure, civil disturbance or air pollution. Procedures must be approved by the school board.

Every classroom should post student exit routes and alternative procedures for the various types of emergencies. Drills should be conducted periodically to ensure that students know what they are to do in the event of any type of disaster. **Fire drills are to be held once a month.** In the event of a disaster students are to remain at school under teacher supervision until word is received from parents or guardians. In the event of an evacuation or during a drill, the *School Register* (or attendance and parent contact information) should be in the possession of the teacher.

It is recommended that a regularly updated master file be kept in the office listing all students, names of parents/guardians, addresses and phone numbers and Care Card #s. During an emergency the responsibility for this file, a cell phone and a first aid kit should be designated to the principal, vice principal, secretary or nurse.

See Appendix F procedures on OE website under Employee Resources/Handbook. for safety guidelines for each type of emergency.

## 10.18 Water Testing Policy

All schools' authorities are expected to test for lead content in drinking water in their school facility to ensure it meets provincial requirements established by the Ministry of Health, such as the *Guidelines for Canadian Drinking Water Quality* for lead. According to the *Guidelines for Canadian Drinking Water Quality*, the maximum acceptable level for lead in drinking water is 0.005 mg/L.

In the event test results indicate elevated lead levels that are outside established guidelines, reasonable and prompt steps will be taken by the school authorities to resolve the issue.

While this policy specifically addresses lead content in drinking water, school authorities are expected to work with appropriate health authorities to address other issues that affect the quality of water as prescribed under applicable provincial and federal legislation. The same response steps will be taken to address these issues as with elevated lead levels.

The school will consult with the appropriate Health Authority to develop a water quality lead testing program for drinking water in their facility. Testing for lead content in drinking water will happen minimally once every 3 years. As a best practice, annual testing is recommended. All test results must be submitted to the MOE.

### 10.18.1 Mitigation Strategies

If water sample results reveal lead levels exceed concentration of 0.005 mg/L, the school board, in consultation with the appropriate Regional Health Authority, will undertake mitigation strategies which may include:

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

*(SDABC OE K-12 Board approved policy #23-11)*

# CHAPTER 11 – STUDENT ADMISSIONS POLICY

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## 11.1 Policy

“It is a major aim of the Seventh-day Adventist Church that every child and young person who has a connection with the church be given the opportunity to receive a Seventh-day Adventist Christian education. Therefore, it is essential that every local church, its members, officers, and pastors, put forth an earnest effort to promote and help provide for the education of the youth in their midst.” (Testimonies to the Church, Vol. 6, p. 217; Counsels to Parents, Teachers and Students, pp. 165, 166).

According to the SDACC Education Code [3004:96], “The Seventh-day Adventist church in all of its church schools admits students of any race to all the rights, privileges, programs and activities generally accorded or made available to students at its schools, and makes no discrimination on the basis of race, colour, ethnic background, country of origin or sex in administration of education policies, applications of admission, scholarship or loan programs and extracurricular programs.”

In addition, recognizing its potential ministry to the community, students who are not from an SDA background may also be admitted to our school with the understanding that they are expected to take Bible/Religious Studies classes and respectfully attend school worships, chapels and assemblies.

## 11.2 Procedure

Priorities for admission into our school:

1. Children presently enrolled in the school if they and their families meet the expectations of the school.
2. Siblings of children already in the school, whose families are of SDA background, from constituent churches.
3. Children whose families are of SDA background from constituent churches.
4. Siblings of children already in the school, whose families are of SDA background from non-constituent churches.
5. Children whose families are of SDA background from non-constituent churches.
6. Siblings of children already in the school whose families are not of SDA background.
7. Children whose families are not of SDA background. Once accepted into the school, non-SDA need to meet the expectations of other students to be re-admitted in subsequent years.

After consideration of the priorities above, the following will be considered:

1. Students who will succeed in a regular academic stream leading to a Dogwood diploma will ordinarily be admitted.
2. Inclusive Needs Students
  - a. Students with inclusive needs, whether behavioural or educational, are welcome, provided that their inclusive needs can be adequately met by the school.
  - b. In order to assess the needs of students and the ability of the school to meet those needs, the school will require all relevant documents and information (including that listed below) no later than April 30 in the year prior to the September admission date. Exceptions may be made, including in circumstances of mid-year transfers, on a case-by-case basis involving the OE and depending on how quickly assessments can be completed.
  - c. The school will seek assistance in assessing its ability to meet any inclusive needs. This assistance will include advice from the OE and, when appropriate, from treating or consulting physicians, counsellors or others. Parents and guardians are responsible for providing complete information and any necessary consents so that the level of accommodation can be reasonably and efficiently assessed.

- d. All circumstances will be considered in determining whether inclusive needs can be met. Schools have limited budgets and will access extra government funding whenever reasonably possible when additional services and/or personnel are required to accommodate inclusive needs. The ability of a school to meet inclusive needs may depend on such funding, which the school does not control.
- e. If the school concludes that it cannot meet a student's inclusive needs, the parent/guardians may contact the superintendent and ask to have that determination reviewed.

### **11.3 The Admissions Process**

The admission process will be considered complete when all of the following applicable steps have been taken.

1. Parents will be expected to fill out our application form disclosing all information pertinent to the education of their child, including relevant medical, behavioural, and academic challenges.
2. Parents will be asked to provide extra documentation related to any inclusive needs of students.
3. A copy of the student's previous report card must be presented, if the student has previously been enrolled in a school. Students from non-English speaking schools must present an official English translation of their report card.
4. The principal or other designated staff member will contact the previous school to review relevant academic, behavioural, medical challenges (if the student has attended school elsewhere previously and if the school is in North America.)
5. An in-person interview will take place with the prospective student, parents, principal and any other staff chosen by the principal.
6. Incoming international students or students transferring from home schools will be given grade placement screening tests.
7. When all of the above steps have been concluded, a decision will be made by the school concerning the student's admission. Parents or guardians will be contacted and told of the school's decision.

Any misleading or inaccurate information, including omission of documented pertinent information, may nullify a student's acceptance and enrollment in the school.

*(SDABC OE K-12 Board approved policy #14-49)*

# CHAPTER 12 – STUDENT RECORDS

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## 12.1 Introduction

Independent school authorities are well served by policies and practices regarding student records. Such policies and practices will benefit independent school students, parents, office staff, administrators, and authorities by providing guidance for the collection of information and its storage, use, transfer, and protection. Legal and public expectations regarding the confidentiality, disclosure and transfer of school student records are increasing, as are societal concerns regarding school record keeping and storage.

The legal framework for the development of this Student Records Policy is provided by section 6.1 of the Independent School Act, sections 9 and 10 of the Independent School Regulation (the “Regulation”), the [Student Records Order](#) (1/07) as may be amended (the “Order”), and the Personal Information Protection Act (PIPA). Subsection 9(2) of the Regulation obliges independent school authorities to, subject to the requirements of the Order, (a) establish written procedures regarding the storage, retrieval and appropriate use of student records, and (b) ensure confidentiality of the information contained in the student records and ensure privacy for students and their families.

In addition to the above, the Office of the Inspector of Independent Schools and FISA BC have collaborated in producing the [Student Records Requirements and Best Practice Guidelines for Independent Schools](#), which serves as a guide for independent school policy development in this area.

The SDABC may add, modify, or remove portions of our Student Records Policy when it is considered appropriate to do so, if it is not in conflict with legal requirements and government policy. The SDABC is committed to ensuring that student records are handled in accordance with all legal requirements.

## 12.2 Purpose

The purpose of this document is to define policy and to determine procedures for the collection of student information and its storage, use, disclosure, transfer and protection.

## 12.3 Policy Statement

The following policy statements are provided to inform all parties who collect, store, use, disclose, transfer and protect student records and information. SDABC schools will:

1. Ensure that the lead school administrator is responsible for the establishment, security and maintenance of the Student Record and Student File (as defined in this policy) for each student registered in the school according to the procedures defined in this policy.
2. Only collect, use or disclose personal information with the consent of the individual student or legal guardian, unless otherwise authorized under PIPA.
3. On or before collecting personal information, disclose to the individual student verbally or in writing the purposes for the collection of personal information.
4. Only collect, use or disclose personal information for purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes disclosed by the school or are otherwise permitted under PIPA.

5. Secure Student Records and Student Files with access within the SDABC restricted to those individuals who, by the nature of their work, are required to have access to the information.
6. Provide access to personal information about an individual student to the individual student (if capable of exercising PIPA rights), and to a parent or legal guardian of the individual student during school hours and under the supervision of the lead administrator or designate.
7. Subject to legal requirements, ensure that personal information will be retained only for the period of time required to fulfill the purpose for which it was collected.
8. Inform parents that concerns, complaints and questions about personal information handling policies and practices of the SDABC may be directed to the superintendent.

## 12.4 Definitions and Student Record Components

### 12.4.1 Elements of the Student Record

1. The Permanent Student Record (PSR), as defined in the Order as a record that includes the following:
  - a. Form 1704, PSB 048 (revised 1997) completed according to the Permanent Student Record Completion Instructions of the Ministry of Education that are effective at the time of completion; and
  - b. Student Progress Reports for the two most recent years or an official copy of the Transcript of Grades, issued by the Ministry of Education; and
  - c. where letter grades are not set out in a Student Progress Report for a student in grade 4, 5, 6 or 7, a detailed written record of student progress.
2. All documents listed as inclusions on Form 1704.
3. Form A, verifying the information about the student's parent or guardian in respect of students eligible for funding (See Appendix Q - Inclusive Education Assessment Funding Request Form on OE website under Employee Resources/Handbook.)
4. A copy of the student's current Student Learning Plan, if any; and
5. A copy of the student's current Individual Education Plan (IEP), if any.

### 12.4.2 Permanent Student Record or (PSR) (Form 1704)

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

1. Health Services information as indicated by the medical alert checkbox, such as diabetes, epilepsy, anaphylaxis producing allergies, and any other condition which may require emergency care.
2. Court orders as indicated by the legal alert checkbox;
  - iii. Other legal documents, e.g. name change or immigration document.
3. Support services information (e.g. psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities)
4. Current IEP and/or Case Management Plan (CMP) where applicable; and
5. Notification of a student being home schooled.

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

1. Records of information which an educator deems relevant and important to the educational program of the student.
2. Award information; and
3. Standardized test scores (if deemed relevant and important to the educational program of the student).

If the above optional inclusions are NOT listed on PSR Form 1704, then they may be included in the Student File.

### 12.4.3 Student File

Additional items may be included in the school's student records as part of the Student File, included:

1. Student eligibility information (required):
  - a. Legal name of child – verify the original and file a photocopy or scanned copy of birth certificate or similar legitimate identification document.
  - b. Official name(s) of parent(s) or guardian(s) with home and work contact information; and
  - c. Document verifying information about the student's parent or guardian in respect of students eligible for funding, including that they are legally admitted to Canada and a resident of BC.
2. Care Card number
3. Emergency contact numbers
4. Doctor's name and contact information
5. Previous Student Progress Reports (other than the two most recent years required in the PSR).
6. Serious discipline reports (e.g. copies of letters to parents/guardians regarding discipline matters and corrective actions taken)
7. Reports of important meetings/discussions relating to the student; and
8. Standardized test scores, records of information which an educator deems relevant and important to the educational program of the student, and award information IF NOT listed as inclusions on the PSR.

### 12.4.4 Sensitive Student Information

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

1. Psychiatric reports
2. Family assessments
3. Referrals to or reports from school arranged counselling services; or
4. Record of a school-initiated report of alleged sexual or physical abuse made to a child protection social worker under section 14 of the [Child, Family and Community Service Act](#)

### 12.4.5 Health Items Kept in Student Records

The following items must be filed with Permanent Student Records (*Form 1704*) for any student to whom they apply:

1. Health services information as indicated by a medical alert
2. Support services information such as psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities

The following items must be kept in student records but are not a part of the *Permanent Student Records (1704)*:

1. Allergies, medication and/or health concerns (other than those with medical alerts which are included in the *Permanent Student Record*)
2. Emergency contact numbers
3. Doctors name and contact information
4. Care Card number

## 12.5 Procedures

### 12.5.1 Responsibility of Lead Administrator

The lead administrator or designate will be responsible for:

1. Updating the PSR Form 1704 as information changes and the student progresses through the system.
2. Ensuring that electronic copies of documents are stored on a server in a physically secure location. If information is accessed through the Internet, an encrypted connection must be established before authenticating. Access is restricted to those employees (such as designated records clerks, administration, teachers, and counsellors) who, by the nature of their work, are required to have access; and
3. Ensuring that necessary precautions are taken to safeguard against deprecated or obsolete forms of storage. The electronic storage of PSRs and other personal information requires the school to have an adequate backup plan and recovery strategy for potential hardware failure and database corruption.

### 12.5.2 Student Record and Student File Retention

1. Student Records – Active Students
  - a. Student Records are locked in a fireproof location. Access is restricted to those employees (such as designated records clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.
  - b. The school protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks. **Procedures for such protection are outlined in sections 5 and 6 below.**
  - c. The lead administrator or designate will regularly review Student Records to ensure that the information is current and complies with legal requirements. Required inclusions must be listed on the PSR.
2. Student Records – Inactive Students
  - a. Unless another school requests a Student Record, the school archives Student Records for 55 years after a student has withdrawn and not enrolled in another K-12 school or graduated from the school. In the case of a school closure, the SDABC will secure and store records in accordance with all appropriate laws and statutory requirements.
  - b. The archived Student Records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the lead administrator or designate.
  - c. The designated records clerk keeps a record of Student Records that are destroyed (shredded) after 55 years.
3. Student Files – Active Students
  - a. Student Files are locked in cabinets in each school. Access is restricted to those employees (such as designated records clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.
  - b. The school protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks.
  - c. The lead administrator or designate will regularly review Student Files to ensure that the information is relevant and important to the educational program of the student.
4. Student Files – Inactive Students
  - a. The school archives Student Records for 55 years after the student has withdrawn and not enrolled in another K-12 school or graduated from the school.
  - b. The archived Student Records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the administration or designate.

- c. The lead administrator or designate is responsible for determining the relevancy of the contents in Student Records before being archived.

### **12.5.3 Currency of Student Records**

Student eligibility information will be updated during student registration each year. As stated above, the lead administrator or designate will regularly review Student Records and Student Files to ensure that the information is current and complies with legal requirements.

### **12.5.4 Security of Student Information Off Campus**

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

### **12.5.5 Handling of Sensitive Student Information**

Access to Sensitive Student Information is restricted to the lead administrator or a person or persons authorized by the lead administrator to access such information.

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

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

## **12.6 Use of Student Personal Information**

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

1. To communicate with the student and/or the student's parent or legal guardian, to process a student's application, and to provide a student with the educational services and co-curricular programs provided by the SDABC or school.
2. To enable the school to operate its administrative function, including payment of fees and maintenance of ancillary school programs such as parent voluntary groups and fundraising activities.
3. To provide specialized services in areas of health, psychological or legal support, or as adjunct information in delivering educational services that are in the best interests of the student.

The SDABC and school may also use a student's personal information without consent as may be permitted under PIPA.

## 12.7 Access to and Disclosure of Student Records

1. A student (capable of exercising PIPA rights) and a parent/legal guardian of a student is permitted (unless restricted by a court order) to
  - a. Examine the Student Record and Student File kept by a school pertaining to that student, while accompanied by the lead administrator or designate to interpret the records; and
  - b. Receive a copy of any student record upon request. The school reserves the right to recover the direct cost of copying records to the extent permitted by PIPA and other applicable laws.
  - c. An entitled person may access and verify personal information in the Student Record and Student File pertaining to the particular student with appropriate notice to the school administration. Access will be provided during school hours.
2. Access to a Student Record or Student File will only be granted, upon assurance of confidentiality, to professionals who are planning for or delivering education, health, social or other support services to that student (consent not required for record access).
3. When applicable, graduating students will be provided with interim and/or final transcripts for Grades 10, 11 and 12 courses when graduating, and upon future request of the graduate. Copies will be mailed directly to institutions of higher learning or as requested by the graduate. The school reserves the right to assess a reasonable fee for transcript requests.
4. In the case of a request for personal student information from separated or divorced parents, the school will be guided by the legal custody agreement, a copy of which should be provided to the lead administrator. In cases where the lead administrator is unsure if the non-custodial parent is entitled to access personal student information, the school's legal counsel (through the SDABC) will be consulted for a recommendation.

## 12.8 Transfer of Student Records

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

*(SDABC OE K-12 Board approved policy #21-50)*