



Family & Student Policies



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ABSENTEEISM POLICY

Punctual, regular attendance is important to ensure success at school. If a student will be absent, the office is to be informed by the parent/guardian before school begins in the morning whenever possible. The school should be notified using school procedure as directed by the office. The home will be contacted if no communication has been made. Government regulations require strict recording of all absences and tardiness.

Students who are absent for all or part of a day may be restricted from participating in athletic or other extra-curricular activities.

All notes or certificates from a doctor regarding absences should be forwarded to the office. A copy will be provided to the teachers as required. Students are responsible for making up missed work.

Parents/guardians are encouraged to arrange medical, dental and other appointments outside of school hours.

Permission from the subject teacher may be required for students to be absent for a test. An unexcused absence may not allow for re-testing if a test has been missed. Pre-arrangements for absences such as trips must be discussed with the appropriate staff.

Excessive absences (20%) will trigger review by Admin. and may result in loss of credit for the course. Administration will render final determination of consequences.

ANAPHYLAXIS POLICY & PROCEDURE

BUSING, PLAYGROUND, AND FIELD TRIPS

SCHOOL BUSES (this is a high-risk environment)

It is recommended that each anaphylactic student carries an Epipen on the bus.

- School buses must have functional communication
- The student body should be made aware of and prohibited from bringing any known allergen triggers of the anaphylactic students. It must be stressed that mere proximity, not necessarily consumption, could lead to an attack.
- Should an anaphylactic student have an attack while on route:
 - If the child is not carrying an Epipen the risk is very high
 - If the child is carrying an Epipen, the driver may assist in administering the Epipen
 - The driver must call and advise the school
 - Bus driver will call 911 for an ambulance, providing location and condition

PLAYGROUND SAFETY

- Adult supervisors to be outside monitoring the areas around the school.
- The student body should be made aware of and prohibited from consuming any known allergen triggers of the anaphylactic students while on the playground or while using

playground apparatus. It must be stressed that mere proximity, not necessarily consumption, could lead to an attack.

- Should an anaphylactic student react, an adult must be available to call or go for help and medication (EpiPen).

FIELD TRIPS

The very nature of anaphylaxis has serious implications for students/staff participating in school excursions (particularly to remote sites).

A cell phone or radio for reaching 911 must accompany any supervisor working with the identified student.

- Parents of anaphylactic students must be advised of the additional risk.
- An additional adult is required if an anaphylactic student attends, the cost of which shall be borne by the parents.
- If the trip includes an overnight stay or is lengthy, then a guardian or a parent-appointed representative must attend to take responsibility for the child's health.
- A parent of an anaphylactic student must be allowed to attend any field trip.
- A minimum of two EpiPens must travel with each anaphylactic student, one from the office and an additional EpiPen from home.
- Advanced planning of field trips should include emergency response and emergency transport at all times.
- Parents shall be informed of excursions as early as possible in order to research excursion sights for allergic risks.
- Students should never carry their own medication with the exception of inhalers for breathing problems and injectable medication such as Epinephrine using EpiPen® or Ana-Kit® for anaphylaxis.
- All supervisors and students on an excursion must be made aware of students who carry either of the above medications.
- It is important that as part of the pre-plan of any trip, all students and staff who are going on the trip be informed of all anaphylaxis procedures and routines, prior to the trip.
- The student body and all staff should be made aware of and prohibited from bringing any known allergen triggers of the anaphylactic students. It must be stressed that mere proximity, not necessarily consumption, could lead to an attack.
- Where food allergens are a known catalyst, preventative measures must be taken. This is especially so with excursions which involve dining out or overnight accommodation. Restaurants/kitchens are to be alerted to the identified student's dietary restrictions.

Medical Information

An incidence of anaphylactic shock is regarded as a medical emergency and must be treated within a 3-minute time frame. Treatment includes a 3-Step Plan:

- 1) Injection of medication (Epinephrine using EpiPen® or Ana-Kit®)
- 2) Have student take a fast acting antihistamine, either a tablet or syrup
- 3) Obtain immediate hospital aid by calling 911

Medication must be taken in the presence of a supervisor. Each administration of epinephrine is intended to provide relief of symptoms for 15-20 minutes. Repeated applications should be given if symptoms persist or worsen, or if emergency transport to a hospital is prolonged due to distance/accessibility.

Emergency Procedures for Students Without a Medical Diagnosis of Anaphylaxis and Prescribed medication

Only a physician can diagnose anaphylaxis. School staff will not attempt to diagnose Anaphylaxis. If a student appears to be developing an anaphylactic reaction and the school does not have medical information as required by this protocol, then the on-site supervisor shall begin emergency medical procedures by calling 911.

A generic EpiPen may be used in this case (EMERGENCY ONLY).

Note: Families are to inform school staff of any allergic reactions that occur outside of school hours.

ANAPHYLAXIS POLICY AND PROCEDURES

To become an “allergy aware” community, KCS has implemented the following requirements for educating and equipping our school. These have been set by the BC Government and must be met:

- Provide definition of anaphylaxis
- Identify individuals at risk
- Encourage the use of Medic-Alert identification
- Emergency procedure plans in place
- Record keeping
- Storage and administration of medication
- Incident reporting
- Develop allergy awareness, prevention and avoidance strategies
- Training strategy
- Defined roles and responsibilities
- Education to create an allergy-aware school community

How above requirements are met:

Anaphylaxis (definition): severe allergic reaction (frequently to something like peanuts, shellfish, insect stings)

Upon enrollment, the office sends forms home to families for medical information to be supplied. This information is kept in a medic-alert binder in the office.

Staff are to maintain information in their daybooks regarding all students with serious medical conditions (i.e. diabetes, allergies). Information must include (but is not limited to):

- emergency response plan
 - o includes yearly medical health updates from families
- a photo (supplied by parents/guardians)
- first responder/trained staffs in school
- emergency contact numbers

Bus drivers have same information (as above) on the bus.

Identifying photos with medical info and response procedures posted in classrooms, and other relevant areas, such as the staff room (requires parental permission – see form).

Staffs or Interior Health educate staff and students on medical concerns in the classroom and how it applies school-wide.

Training in responding to emergencies arising from these conditions is provided – possible epi-pen/twinject training available from Interior Health.

School community is made aware of and responds to guidelines implemented to help us become an “allergy aware” community. Letter goes home with children in classes where there is a student with anaphylaxis.

Incident reporting form is kept at the office.

In the Elementary classroom:

- put in place a nut-free eating space in the classroom, or eat at desks (with nut-containing products not eaten off the desktops, but over a container or desktop covering)
- have a “no food sharing policy” for food-allergic children
- Distribute a letter to families indicating the presence of a child with allergies, and the nature of the allergies, in their class
- hand-washing policy after eating

Secondary or High School students to take on primary responsibility for allergen avoidance.

- Teens are thought to be at higher risk for severe allergic reactions, requiring greater vigilance.
- Teens are more vulnerable to peer influence and may deny their vulnerability and take greater risks.
- Consider fewer allergens in canteen

ANTI-SMOKING POLICY

The Tobacco and Vapour Products Control Act of British Columbia requires that all school buildings and grounds be tobacco and vaping free (Bill 10).

KCS compliance (is) to be shown through communication with the school community by posting signs, communicating via newsletters, etc.

APPEALS & PROCEDURAL FAIRNESS

Appeals to student disciplinary actions can be made as follows:

- Person with whom they have conflict (i.e. teacher)
- Administration
- KCS Board
- SCSBC Ombudsperson

The policy and procedures are based on the FISA document: “Procedural Fairness Best Practice Guidelines for Independent Schools (see the complete document for more information).

Procedures

In order to process appeals in a fair manner, a set of procedures is in place to provide integrity and consistency with respect to school decisions.

- If a decision-maker is intending to consider a matter, which may affect a person’s rights, the person should be informed of the matter.
- The person should be given a reasonable opportunity to make oral or written submissions to the decision-maker on the matter being considered.
- The person is entitled to know and answer the case against them, that is to say, be informed of and be given the opportunity to respond to all information submitted which might influence a decision, prior to the decision being made.
- The person should be told the reasons for the decision.
- The decision-maker should act in a manner that is unbiased, fair, open-minded.

In dealing with students:

- Treat students with respect and dignity; clearly communicate expectations/ community guidelines (Parent/Student Handbook)
- Student accused of breaching a rule notified of that of which he/she is accused
- Student given opportunity to tell his/her side of the story (right to be heard). If minor incident, staff/admin have student explain his/her actions to them. More serious matters require more formal

investigation/ documentation.

- Student and parent/guardian informed of appeal or review procedure in accordance with KCS policy. The form of appeal (i.e. to Principal, Board, Appeal Committee) depends on severity of the discipline.
- Give an assurance of no retribution for pursuing an appeal or review.

Recommended guidelines to avoid bias and the appearance of bias:

- Don't pre-judge evidence.
- To hear a case or an appeal, select person without a close out-of-school relationship, family tie or adversarial relationship with student or student's family or a staff member closely involved in incident.
- A person who has made a previous decision or been a member of a committee that has made a previous decision, which now is under appeal, should only participate in the appeal for the purpose of providing testimony (not participate in decision-making at appeal levels).
- An appeal-hearing committee should not hear or receive evidence that will not be shared with the other party in the dispute. Evidence or representations from administrators or staff not to be received in the absence of the person appealing and avoid the appearance of doing so.

Procedural protections - Depend on the seriousness of the matter.

Elements of procedural fairness involve:

- Impartial (unbiased) decision-maker
- Reasonable notice of proposed decision (i.e. suspension or expulsion, clearly setting out grounds being relied on, this gives student and parents/guardians opportunity to prepare response)
- Hearing where student has opportunity to present reasons why proposed actions should not be taken
- Opportunity for student to present witnesses
- Fair and unbiased decision based on presented evidence
- Timely decision with written reasons

CAMPUS ACCESS POLICY

OFF-CAMPUS POLICY

Grades K – 7

A parent/guardian must come in to the school to sign out a student leaving school during the day.

Grades 8 – 9

Students leaving school during the day may sign themselves out to meet parents/guardians in the parking lot if a parent/guardian has notified the school or sent a note to school with the student, otherwise, the parent/guardian must come in to the school for the student.

Grades 10 – 12

Students in Grades 10 to 12 are permitted to leave campus during lunch breaks and spares. The following conditions apply:

- Parents/guardians and students must have signed the Off-Campus Agreement Form
- Students leaving campus are required to sign out/in at the office to ensure accurate attendance records are on file
- Students must sign in when arriving late
- Students are expected to positively represent KCS while off campus

Failure to comply with any condition(s) may result in revocation of this privilege.

Parents/guardians must contact the school ahead of time to give permission for students to leave campus at other times (i.e. for appointments).

All students

Signing in and out is necessary and required by law in the event of a fire or other emergency situation.

Students returning to school after an absence must bring a note explaining the absence.

Closed Campus

Grades 10 – 12 see “Off-Campus Policy”

KCS has a “closed campus” policy. This means that students from:

Grades K - 9	Must stay on the KCS campus during the school day.
Grades K - 7	If needing to leave the campus, must be signed out by a parent/guardian.
Grades 8 - 12	May sign themselves out for appointments, but the school must be notified by a parent/guardian beforehand.
Grades 10 - 12	Wishing to leave the campus during lunch break and spares during school hours must sign and have their parent/guardian sign the “Off-campus Agreement” (available at the office). Each time they leave or return to the campus, they must sign out or in at the office.
All grades	Students must sign in on their return. All absences require a note from a parent/guardian.

Should a student’s off-campus behaviour not reflect or adhere to KCS community values, the off-campus privilege will be revoked.

As we are a closed campus, students are not allowed to have campus guests. On occasion, when an out-of-district visitor is in your home, a guest request may be made. Forms are available at the office. The staff impacted by this visit will review these requests and make approval decisions.. Approval is also based on classroom space. Guests must comply with KCS’s dress, language and behaviour guidelines.

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

The School is committed to detecting and preventing any money laundering activities and to ensuring that it does not become involved in any arrangements involving criminal or terrorist property.

In order to fulfil this commitment, the School has established procedures for assessing the risk of financial crime, for internal reporting of suspicious activities and for making suspicious transaction reports to the relevant agencies if necessary.

Scope of this Policy

This Policy applies to all employees of King's Christian School (the "School").

CASH PAYMENT POLICY

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

Procedures

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

- e-transfer
- 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).

The School will accept payment from the following financial institutions:

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

Receiving Cash Payments

The School will not accept cash payments in excess of \$5,000.00 in a single transaction¹ for any purpose. Additionally, any cash payment in excess of \$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 pre-authorized debit or cheque.

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 Principal and Business Manager, (the “Reporting Officers”) who will, if appropriate, contact the Financial Transactions and Reports Analysis Centre of Canada (“FINTRAC”), police or other relevant agency.

Verification Steps

Before entering into any transaction with a person which involves the payment of cash in excess of \$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

¹ For the purposes of this Policy, a single transaction includes multiple payments within a 24-hour period.

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.

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 by the Principal.

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

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, off-shore 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.

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.

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.

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 to the Principal and Business Manager.

Review

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

COURSE CHALLENGE & EQUIVALENCY POLICY

1. Purpose: This policy describes how secondary schools award credit to students who have successfully completed an equivalent Grade 10, 11 or 12 course from an educational jurisdiction or institution outside the B.C. school system, or demonstrate prior undocumented learning, or through external credentials approved by the BC Ministry of Education, or dual credit at a BC post-secondary institution, or Independent Directed Studies (IDS).
2. Persons/Area Affected: Students of King's Christian School
3. Definitions and Resources
 - 3.1. Equivalency: Grade 10, 11, or 12 credit for documented prior learning completed outside of the BC school system
 - 3.2. Challenge: Grade 10, 11, or 12 credits earned after completing assessment of prior learning
 - 3.3. External Credentials: Grade 10, 11, or 12 credits earned after providing credentials from organizations approved by the BC Ministry of Education and Child Care
 - 3.4. Dual Credit (post-secondary): Grade 12 credits earned after completing post-secondary courses at an approved BC institution
 - 3.5. Independent Directed Study: Grade 10, 11, or 12 credits earned through students independently studying within a particular area of interest

Resources: [Handbook of Procedures for the Graduation Program Course Registry](#)
[British Columbia Council on Admissions and Transfer](#)
[Guide Career Technical Centre \(CTC\)](#)

4. Responsibilities
 - 4.1. The High School administrator is responsible for reviewing and approving equivalency, challenge, external credentials, dual credit, and Independent Directed Study for BC high school graduate credits.
 - 4.2. The High School administrator is responsible for reviewing BC Ministry of Education and ChildCare policies and procedures related to challenge and equivalency.
 - 4.3. The High School administrative assistant is responsible for maintaining student records related to approving additional credit and for assigning the correct course codes for credits.
5. Procedures
 - 5.1. Equivalency (documented prior learning)
 - 5.1.1. All students enrolled at King's Christian School are entitled to apply for an equivalency review of their documented prior learning.
 - 5.1.2. KCS will award credit based on equivalency for Grades 10, 11 and 12 Ministry-developed courses and Board Authorized

- courses.
- 5.1.3. There is no limit to the number of credits students may be awarded through equivalency.
 - 5.1.4. KCS will not charge students for equivalency reviews; however, students may be asked to provide translations if documents are not in English or French.
 - 5.1.5. For the purpose of determining equivalency, comparison of courses may be based on factors such as the following:
 - 5.1.5.1. Comparison of learning standards
 - 5.1.5.2. Comparison of general subject matter
 - 5.1.5.3. Comparison of depth or breadth of coverage of subject matter
 - 5.1.5.4. Comparison of assessment methods, instruments, and standards.
 - 5.1.6. To be deemed equivalent, sufficient content should have been covered to enable the student to be successful in further learning in the content area.
 - 5.1.7. In order to receive credits through equivalency, students must provide the appropriate documentation as proof of successful completion of the course.
 - 5.1.8. For reporting and transcript purposes, the High School administrator will assign a letter grade and percentage to all credits awarded through equivalency.
 - 5.1.8.1. If the student's documents show only a letter grade or level, the High School administrator may choose to assign a percentage, based on the mid-point of the matching British Columbia letter grade range.
 - 5.1.8.2. The High School administrator will use "[Transfer Standing](#)" (TS) if it is not possible to determine a letter grade and a percentage from the documentation.
 - 5.1.8.3. Credits earned through equivalency will be indicated with "E" on transcripts.

6. Challenge (undocumented demonstrated prior learning)

- 6.1.1. All students enrolled at King's Christian School are entitled to undertake a free challenge process to assess their prior learning for any Ministry-developed graduation program course offered by KCS that school year. This entitlement to a free challenge process does not apply in the following circumstances:
 - 6.1.1.1. The student has already challenged the course and received a passing grade
 - 6.1.1.2. The student has already completed the course through previous enrolment, or
 - 6.1.1.3. The student has already been granted equivalency for the course.
- 6.1.2. Prior to engaging in a challenge process, the High School administrator will review any documentation of prior learning that a student presents in order to determine if credit can be awarded through equivalency.
- 6.1.3. There is no limit to the number of credits that may be awarded through challenge.
- 6.1.4. The High School administrator will document the challenge assessment delivered to each student, including a pre-challenge equivalency review, and the documentation must be made available to Ministry auditors if requested.

- 6.1.5. Students should be able to demonstrate their readiness to challenge a course based on factors such as a recommendation from a previous teacher, or from evidence that relevant learning has been acquired outside the regular classroom setting. The demonstration should not be an onerous process. School staff, in consultation with students and parents, should make the decision about readiness.
- 6.1.6. The challenge process must assess students on the Big Ideas, Curricular Competencies, and content of courses. Examples of assessment strategies that could be used in a challenge process include such things as hands-on demonstrations, oral performances, interviews, written examinations, or presentations of a collection of work. Challenge processes should be substantive, but not onerous.
- 6.1.7. If KCS arranges with another board to conduct a challenge assessment for a Ministry-developed course not offered at KCS, then KCS must pay any fee charged by the other school board to cover the costs of the challenge process.
- 6.1.8. Awarding credit through challenge should be based on the same standards used for students who have taken the course through enrollment. A challenge is considered successful when a student has achieved at least a C- and 50 percent.
- 6.1.9. For reporting and transcript purposes, the High School administrator will assign a letter grade and percentage to all credits awarded through challenge processes.
- 6.1.10. Credits earned through equivalency will be indicated with "C" on transcripts.
- 6.1.11. To receive funding, the High School administrator will 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, the High School administrative assistant will report the appropriate TRAX code in the "Course Type Field."

7. External Credentials

- 7.1.1. All KCS students are entitled to receive credit if they have earned a Ministry-approved credential. The Ministry of Education and Child Care 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 online Course Registry. Some external credentials are classified as required courses and others as elective courses.

Grade 12-level external credentials count towards the required number of Grade 12 level credits needed to satisfy graduation requirements.

- 7.1.2. Boards must not charge students for external credential reviews.
- 7.1.3. There is no limit to the number of credits a student may earn by using external credentials. However, there may be credit restrictions between credentials where the external courses or programs are deemed to be equivalent. The High School administrator will ensure that students do not receive double credit for credentials deemed equivalent.
- 7.1.4. Although external credentials may contribute towards graduation

requirements, they may or may not meet general or specific admissions requirements for post-secondary institutions. It is students' responsibility to verify admissions requirements for the post-secondary institutions they plan to attend.

- 7.1.5. 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.
- 7.1.6. 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.
- 7.1.7. For reporting and transcript purposes, the High School administrator will assign all credits received as a result of an external credential a letter grade and percentage, if possible to determine. If impossible to determine, "Transfer Standing" (TS) will be used.

8. Post-secondary Dual Credit

- 8.1.1. Students are entitled to earn "dual credit" if they earn credit that leads to a post-secondary credential from a post-secondary institution which is a member of the British Columbia Transfer System or offered in French through Educacentre.
- 8.1.2. Post-secondary courses for which credit may be earned must be documented as follows:
 - 8.1.2.1. Listed in the most recent edition of the British Columbia Council on Admissions and Transfer Guide, or
 - 8.1.2.2. Specified in individual Career Technical Centre (CTC) program agreements, or
 - 8.1.2.3. Included in a B.C. public post-secondary institution's calendar as a course leading to a credential of one year or less, a two-year diploma or a four year degree
- 8.1.3. Applicable post-secondary level courses count towards the required number of Grade 12 level credits needed to satisfy graduation requirements.
- 8.1.4. Boards must not charge students for reviews of transcripts.
- 8.1.5. All post-secondary level courses will be reported using course codes listed in the online Course Registry.
- 8.1.6. For reporting and transcript purposes, the High School administrator will assign all credits earned at a post-secondary institution a letter grade and percentage. Provided a course consists of the standard number of hours for most courses offered at that post-secondary institution, such courses will be awarded four credits, regardless of the number of credits indicated on the post-secondary institution's transcript. However, if the course at the post-secondary institution is offered in modules, credits awarded should be proportionate to 4 credits for the whole course.

9. Independent Directed Studies(IDS)

- 9.1.1. IDS is not a student entitlement but an enabling policy intended to encourage schools to allow students to pursue studies of interest.
- 9.1.2. IDS credit will be awarded by KCS to students who successfully complete independent work based on the content of Grade 10, 11 or 12 Ministry developed courses or Board Authorized courses. A student may study in more detail the content of a course that has been completed, or study a subset of the content of a course that has not been taken.
- 9.1.3. IDS credits may only be used to satisfy elective requirements.
- 9.1.4. The maximum value for a single IDS course is four credits, but there is no limit to the total number of IDS credits a student may earn. The number of credits a student earns for an IDS will be set out in the plan developed by that student and a teacher, and approved by the principal.
- 9.1.5. For reporting and transcript purposes, the High School administrator will assign a letter grade and percentage for all credits earned through IDS.
- 9.1.6. IDS courses can be for 1, 2, 3, or 4 credits.
- 9.1.7. If students complete some but not all of the content of a course, KCS may report their achievement to the Ministry using IDS credits.

CHILD ABUSE REPORTING PROTOCOLS

Purpose

KCS 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.

The purpose of this policy – in conjunction with the BC Handbook for Action on Child Abuse and Neglect - is to provide necessary guidance to the employees of KCS 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.

Protocol on Reporting Child Abuse and/or Neglect Involving Parents or Parental Failure to Protect a Child

- 1) The school Principal PAUL SUTHERLAND, is designated as the “Appointed School Official (ASO).” In the principal’s absence, the Assistant Principal VANESSA CHAPMAN, will be named as the Alternate Appointed School Official (AASO).
- 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 Appointed School Official. The Appointed School Official will contact the MCFD. If the Appointed School Official is the alleged abuser, then school personnel will report to the Alternate Appointed School Official and they will contact the MCFD.

- 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.
- 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 should 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.

Procedures Where Allegations of Child Abuse are Made Against Independent School Staff, Volunteers, 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 is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. The School Authority has the authority to issue a “No Trespass Order” prohibiting attendance at school by a volunteer whose presence threatens the safety and welfare of students.
 - 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.
- 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 school personnel, 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) 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).

Reporting to the Police

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

Reporting to a Child Welfare Worker

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

Duty to Report Professional Misconduct

An authorized person (certificate holder or a person who holds a letter of permission), must promptly provide the commissioner a written and signed report if the authorized person has reason to believe that another authorized person has engaged in conduct that involves sexual abuse or sexual exploitation of a student (Teachers Act, s 38 (1)(b)).

If a principal suspends, dismisses or disciplines an authorized person for misconduct that involves physical harm to a student or minor, or significant emotional harm to a student or minor, the principal must without delay send to the commissioner a report regarding the suspension, dismissal or disciplinary action (ISA s.7.2).

If an authority suspends, dismisses or disciplines an authorized person, the authority must without delay notify the principal who must without delay report the matter to the commissioner (ISA s. 7.3).

Staff Training and Review

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.

QUICK REFERENCE: POSSIBLE INDICATORS OF CHILD ABUSE AND/OR NEGLECT

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

This policy has been developed to provide guidance to the Administration, Education Committee and Board of King's Christian School, regarding the issue of optimum and maximum class sizes. This policy was developed to show due process in the challenging balance between educational excellence and financial stewardship in the implementation of our vision.

This policy intentionally focuses on principles and guidance, versus specific rules or set administrative process.

Class size is defined as the number of children that are accepted in any one class. For the purposes of these guidelines, a combination class (i.e. Grade 1/2) is considered one class. The Administration makes decisions regarding the acceptance of families/children to King's and is responsible for implementing these guidelines on class size. It is understood that the Administration may from time to time, as the need arises, look to the Education committee regarding issues associated with class size and the implementation of this policy. It is also understood the class size decision-making will involve discussion and input from the relevant classroom teacher. The Administration may make decisions about class size that are contrary to these guidelines, based on the factors outlined in the discussion below.

Due to the complexities of classroom dynamics, classroom size, special needs, etc., class size at

KCS is based on the concepts of “have room” and “make room”. “Have room” (see Table 1) refers to a class size where there is generally room for additional students. “Make room” (see Table 1) refers to a situation where we will accept students into the classroom given extenuating circumstances that include but are not limited to the following:

- siblings of children already in the school
- demonstrated commitment of the family to KCS and/or Christian education
- commitment of parents/guardians to the mission and vision of the school
- others

Consideration will also be given to the following factors when accepting children, especially beyond the “have room” levels:

- current classroom size, class dynamics and special needs
- teacher experience
- availability of additional resources – support, aides, etc. (note: aides are not always a solution)
- other

CLASS SIZE POLICY POLICY / PROCEDURE

No classes will have more than the "have room" class size maximums without approval from administration. No classes will have more than the "make room" class size maximum without approval from the board. In general, when combination classes are utilized, or as more special needs students exist in classes, there is added pressure to reduce the "have room" and "make room" levels outlined in Table 1.

TABLE 1: “Have Room” and “Make Room” Maximum Class Sizes

Grade Level	“Have Room” Maximum	“Make Room” Maximum
K	20	22
1	22	24
2	24	26
3	22	26
4	24	28
5	24	28
6	24	28
7	24	28
8	24	28
9	24	28
10	24	28
11	24	28
12	24	28

CONFLICT OF INTEREST AND DISCLOSURE POLICY / PROCEDURE

For School Board and Committee Members

Adopted by the SCSBC Board - May 5, 2006

Supported by Kings Christian School - September 2012

A. Purpose

Kings Christian School desires to have all its parents and members (supporters) involved in the school. In the areas of board and committee leadership, there may arise situations of perceived and real conflict of interest or need for disclosure. To ensure a healthy school community where issues of conflict of interest may arise, it is assumed that persons who place themselves into such a situation voluntarily declare their conflict of interest, provide appropriate disclosure, and/or step aside or accept the board/committee wisdom should this happen.

This policy statement applies to all board and committee members. Such individuals are carefully selected, and their integrity, judgment, and courage are trusted. The Board expects that no member would ever use his or her position on a school board or committee for personal gain. To avoid any misunderstanding, however, this policy statement is promulgated and adopted.

B. Background and Guiding Principles

1. Faithful stewardship in the leadership and employment of Kings Christian School demands high levels of trust in every relationship, and avoidance of the appearance of wrongdoing.
2. Board members hold a position of trust, and as fiduciaries, have a general obligation to avoid conflict of interest situations.
3. Board members have the duty of guiding Kings Christian School's affairs in such a manner as to achieve the objectives of Kings Christian School. Board members have a fiduciary duty to act honestly, in good faith, and in the best interest of the School and to be loyal to the School.
4. Honesty is the first component of the fiduciary duty. This places an obligation on the board member to disclose the entire truth and to avoid fraudulent transactions in matters pertaining to his or her office.
5. Good faith is the second component of the fiduciary duty. Board members must pursue the best interest of Kings Christian School and good faith and reasonableness must be demonstrated in obtaining this end. This means that a board member may not pursue any improper purpose while acting on behalf of the School.
6. The duty of loyalty and avoidance of conflict of interest means that a board member must give loyalty to the School and must not subordinate the interests of the School to his or her personal interests.
7. Even when conflicts do not exist, it is important to understand that the decisions of the Board may affect the business or property of a board member. Social and political gain may also violate the fiduciary duty. Direct or indirect benefits to relatives, friends, and associates must be avoided.
8. Board members also have a duty of care, duty of diligence, duty of skill and duty of prudence.

C. Definition of a Conflict of Interest

A conflict of interest refers to situations in which a board and/or committee member's (i.e. positions of trust) personal, professional or financial interests or those of a friend, family members, colleague or professional association might interfere with the exercise of such member's judgment and/or impair such member's ability to act in the best interest of Kings Christian School, and for which the person is morally required to either avoid or openly acknowledge.

A conflict of interest exists when a board member has an outside interest that has the potential of being in variance with the best interests of the School. When a board member's personal interests, whether real or perceived, could supersede or conflict with his or her dedication to the best interests of the School, a conflict arises. The test of a conflict of interest is not just whether the board member is actually influenced by a personal interest, but whether circumstances lend themselves to such a possibility. Examples include:

- a. Conflicting financial interests
- b. Use of confidential information for personal gain
- c. Unauthorized disclosure of confidential information; and
- d. Use of institutional time and facilities for personal purpose or other activities

It is also recognized that the appearance of a conflict of interest, when in fact it may not exist, can still be damaging to the School.

A conflict of interest refers to situations in which a board and/or committee member may have the opportunity to influence Kings Christian School's decisions in ways that could lead to personal gain or give advantage to associates or firms in which board and/or committee members have an interest.

Board and/or committee members are expected to separate their board / committee and private interests in accordance with existing Kings Christian School policies, provincial law, and federal regulations.

D. Policy Statement

1. Each board member and committee member must avoid incurring any kind of financial or personal obligation that might affect his or her judgment in dealing for the Board of Kings Christian School with outside organizations or individuals. Each person must examine his or her own activities and those of his or her immediate family to ensure that no condition exists that creates a potentially embarrassing or conflict of interest situation with respect to transitions with the School. Board and committee members shall sign and complete the attached Conflict of Interest and Disclosure Statement (Appendix A) upon adoption of this policy or appointment to the Board, if later.
2. Unless the provisions in paragraphs 3 through 5 are followed, a board or committee member shall not solicit or be a party, directly or indirectly, to any potential or existing contract or transaction between the School and:
 - a. Himself or herself;
 - b. Any firm, meaning co-partnership or other unincorporated association, of which he or she is a partner, member or employee;
 - c. Any organization of which he or she or member(s) of his or her immediate family is an officer, director or employee;
 - d. Any private corporation in which he or she is a stockholder owning more than one percent (1%) of the total outstanding stock of any class if the stock is not listed on a stock exchange, or stock with a present total value in excess of \$25,000.00 if the stock is listed on a stock exchange or of which he or she is a director, officer, or employee; and
 - e. Any trust of which he or she is a beneficiary or trustee.
3. In the event a potential contract or transaction or existing contract or transaction that does or could present a conflict situation, as described in paragraph 3.2 is presented to the Board, the member

shall:

- a. Not participate in any way on behalf of the School in negotiation or amendment of the contract or transaction, or in the approval of the contract or transaction; and
 - b. Promptly and fully disclose in writing the nature and extent of any financial, personal, or pecuniary interest in the contract or transaction to the Board or any other official body that has the power to approve the contract or transaction, the disclosure of which shall be made a matter of record in the Board's official proceedings.
4. A contract or transaction referenced in paragraph 3 must be approved by a vote of not less than two-thirds (2/3) of the full Board, or of the approving body, in open session without the vote of the member making the disclosure.
 5. The Board or other official body must disclose the following summary information in its official minutes as to contracts or transactions referenced in paragraph 2:
 - a. The name of each party involved in the contract or transaction;
 - b. The terms of the contract or transaction, including duration, financial consideration between parties, facilities or services of the entity included in the contract or transaction, and the nature and degree of assignment of employees of the School for fulfillment of the contract or transaction; and
 - c. The nature of the member's financial, personal, or pecuniary interest.
 6. A board member shall not engage in a transaction in which the member may profit from his or her official position or authority, or benefit financially from confidential information that the board member has obtained or may obtain by reason of such position or authority. A board member shall not participate on behalf of the School in the negotiation or execution of contracts or transactions, making of loans, granting of subsidies, fixing of rates, issuance of permits or certificates, or other regulation or supervision relating to a business entity (whether for profit or not-for-profit) in which the member has a financial, personal, or pecuniary interest or is an officer, director or employee.

The Following Represent Potential for Conflict of Interest

1. Board, Finance and Education Committee nominees need to identify their conflict of interest if an immediate family member is a teacher or an administrator of the school or the nominee is an employee of the school.
2. Board, Finance, Development and Facilities nominees need to identify their conflict of interest if any advantage is gained from this relationship. Advantage presupposes income and profit above normal expense and lack of using an objective tendering process.
3. Any other committees will rely on personal and board responsibility in identifying a particular conflict of interest. It is understood that these committees will have considerable latitude in selecting members and will not be subject to the above restrictions.

Board Responsibility

The Board has the responsibility for determining whether a particular nominee's potential conflict of interest disqualifies them from serving on the Board of Directors or the aforementioned Committees.

CONFLICT RESOLUTION POLICY

When conflicts or disagreements occur they will be dealt with in a manner that leads to restoration and resolution. Where positive communication is regular, conflicts are infrequent. However, when concerns or conflicts arise, we desire to resolve the issue by following the Matthew 18 principle. Should a parent/guardian have a complaint or a concern with a staff, committee or board member, the parent/guardian needs to speak

with that person. If there is no resolution of the concern, the Administration needs to be informed. At this point a meeting can be arranged.

Procedures

Conflict Resolution and Appeals to student disciplinary actions: _

- Parent/guardian with person with whom they have conflict (i.e. teacher)
- Parent/guardian with Administration (with teacher aware)
- Parent/guardian with KCS Board
- Parent/guardian with SCSBC Ombudsperson Committee (contact information at KCS office)

CONTRABAND POLICY

Any item that may be construed as a weapon may not be brought to school (including pocketknives). Other contraband items include cigarettes, vapes and vaping paraphernalia, alcohol, illegal drugs, and drug paraphernalia. Bringing any item such as these to school will result in immediate and permanent confiscation and possible disciplinary action.

CRIMINAL RECORD CHECK POLICY

We are extremely proud of our school volunteer programs. To continue offering high quality programs and uphold the safety and best interests of our students, volunteers working with students such as drivers, coaches, and field trip chaperones are required to participate in a Criminal Record Check.

- Current forms and any applicable fees will be supplied by King's Christian School.
- Administration will meet with Volunteers to discuss Criminal Record Check results as needed.

We sincerely appreciate your efforts on behalf of our students.

FIELD TRIP SAFETY POLICY / PROCEDURE

Approval from the Principal and acknowledgement from the Board Chair is required prior to all overnight field trips within BC, Canada and the US. Principal and Board approval is required for field trips outside of Canada and the US. Full information must be in to the office, with names of all students away for an event, before the event occurs, as follows:

Type of Trip	Notice to Give	Approval Required by
Day trip	1 week	Principal
Overnight – within province	2 weeks	Principal, then Board
Overnight – out of province, within North America	2 months	Principal, then Board
Out of North America	4 months	Principal, then Board

Affected teachers must also receive student absence information, if classes will be missed. Students must have staff sign a permission form to release them from class for their event.

MEDICAL AND LEGAL ALERTS

The classroom or supervising teacher will be informed of all medical and legal alerts for the safety of the student. All necessary documentation, safety plans, and medications will accompany the student on the field trip. This information will only be shared with staff and handled confidentially in order to ensure the safety and privacy of the student.

Event information must be entered on the “Field Trip Planning Form” and “Checklist” which must be submitted to the office. The form includes:

- Names of students
- Type of event
- Length of the event
- The time the students will be away
- The destination
- Accommodation location
- Chaperones
- Contact numbers
- Contact information for parent/guardians at homes

This includes students away from school for:

- Field trips
- Sporting events
- Mission trips
- Other outings

Staff organizing the event are responsible for all documentation to be in on time to admin and/or the office (checklist accompanies form).

Proper chaperoning must be in place:

- Relative to staff/student ratio and male/female ratio
- Chaperone lists shall be reviewed and chosen by the staff member and administration
- All chaperones shall have current criminal record checks on file with the school
- All chaperones who will be transporting students shall have current driver forms on file with the school
- All chaperones on overnight trips shall have a Volunteers Agreement on file with the school Ensure

staff and chaperones have reliable mobile phones for emergency communication.

Ensure staff member has an accurate contact list and group in the KCS app including all parents/guardians of participating students

Emergency Communication Protocol

In the event of a group emergency:

Staff and/or chaperones will notify Administration, Administration will contact parents/guardians.

In the event of an individual student emergency: Staff and/or chaperones will notify Administration, Administration will contact parents/guardians.

In the event of an individual student medical emergency:

1. Staff and/or chaperones will assess the situation and contact emergency medical services (911) if necessary
2. Staff and/or chaperones will notify Administration, Administration will contact parents/guardians

If Administration is unreachable during an emergency Staff and/or chaperones shall contact parents/guardians directly.

GRADUATION PARTICIPATION POLICY

Students enrolled in King's Christian School that meet all graduation requirements as outlined by the BC Ministry of Education, will be eligible to graduate from KCS and be awarded their Dogwood diploma from King's. In some cases, including Inclusive Education students, a School Completion Certificate may be awarded. For more information on Dogwood diplomas and School Completion Certificates, please see the Graduation/School Completion Policy.

Any student in good standing and currently enrolled in King's Christian School, whether achieving a Dogwood diploma or School Completion Certificate, may participate in the graduation ceremony and other grad activities.

A student who was enrolled at KCS for semester one of grade 12 and completed all core and credit requirements for graduation but is not attending KCS in semester two, may request permission for participation in the graduation ceremony and certain graduation activities at KCS. Students who receive

approval to participate in the graduation ceremony will be included in the yearbook and photos as part of the graduating class.

Students not enrolled at KCS in semester two are not eligible to participate in the Grad Trip.

Participation in Grad Transitions night is dependent upon the completion of required coursework and is subject to the discretion of administration.

The school of record at the time of graduation will be listed on Provincial diplomas and certificates. All graduation activities are subject to additional fees.

Permission to participate in graduation activities may be requested by submitting a [Graduation Participation Request Application Form](#).

School Year: 2025-2026

Effective: Nov. 2023

To be updated annually and when there are changes to information.

MENTAL HEALTH RESOURCES INVENTORY

Name/Resource	Resource Type	Access	Contact
Mental Health Hotline	Gov. Canada Hotline	phone	1.833.456.4566
Telecare Crisis & Caring	Faith-based support hotline	In BC phone	1-888-852-9099
Ella LaFleur	MACP, RCC	Salmon Arm	780.868.4652
Kendra Kieft	Clinical Counsellor	Salmon Arm	778.489.5630
Vlad Polyakh	Clinical Counsellor	Salmon Arm	250.253.4384
Open Parachute	Mental Health Resource For Teachers & students	online	.openparachute.ca
KCS Website	Linked Resources	online	.kingschristianschool.com
Shane Nelson	Safe Schools/Digital Threat Assessment	KCS	prinicpal@kingschristianschool.com 250.832.5200
Jason Mayer	Safe Schools/Digital Threat Assessment	KCS	jmayer@kingschristianschool.com 250.832.5200
Pam Treleaven	● Mental Health First Aid ● Trauma Informed Practices ● Psychological Health & Safety in the Workplace	KCS	pamela@kingschristianschool.com 250.832.5200

SCHOOL USE OF PRIVATE VEHICLE POLICY

In accordance with ICBC and Youth Safe Outdoors guidelines, the following requirements are in place

to help ensure safe transport of KCS students when adults are driving them to official school activities. Adults must complete the School Use of Private Vehicle Form each year. The original form is kept on file in the school office. Fifteen-passenger vans will not be used to transport students.

Information to be included:

- Driver's name, license number, phone numbers
- Registered owner's name and address – if different from above
- Registered owner's signature – granting permission for named driver to use vehicle
- Vehicle license number, model/year of vehicle, number of seat belts

Insurance related considerations:

- The Board requires that the vehicle owner maintain, at all times, valid automobile Third Party Liability Insurance as required under BC legislation in respect of liability for injury or death of any students who are passengers in the vehicle the volunteer is operating.
- In the case of an insurance claim (i.e. third party damage and/or personal injury) the vehicle owner's automobile liability insurance applies before that of the school board.
- Additional automobile liability insurance protection is provided under the school board's comprehensive general liability insurance policy for authorized drivers transporting students in privately-owned vehicles on an approved school activity. This insurance is only for an amount in excess of the limit of liability provided by the vehicle owner's liability insurance policy.
- Damage to any vehicle, including the owner's is the responsibility of the volunteer driver and not the school board.
- The KCS board requires that a minimum of \$2,000,000 liability insurance be carried on any vehicle used to transport students to or from school functions.

Volunteer drivers commit that they:

- Have provided a photocopy of their insurance policy
- Have a valid driver's license
- Have provided a photocopy of their driver's license to the office
- Agree to limit the number of passengers to the number of seatbelts
- Agree to ensure a seatbelt is worn by each passenger
- Agree to operate the vehicle in accordance with the BC Motor Vehicles Act
- Agree to comply with directions of the KCS staff
- Will undertake to ensure that the vehicle is in good mechanical shape, road-worthy, and appropriate for all driving conditions

Will ensure passengers under 9 years old and less than 145 cm (4'9") are seated in the rear seat. Where a vehicle is equipped with a front passenger-side airbag, students under 12 must not be transported in that seat unless the device has been deactivated.

TRANSPORTATION PROTOCOLS POLICY / PROCEDURE

BUS RIDERSHIP POLICY

Busing is available for those in outlying areas for a small additional fee.

Busing protocols and agreements are available to all bus families at the beginning of the school year. Bus families must submit a bus agreement annually.

Children not attending King's may not ride on King's buses for the following reasons:

- Liability
- Closed Campus Policy
- Discipline

Ridership

- Every potential bus student must be registered in order to ride a school bus.
- Once registered, students may only ride the bus they have been assigned to.
- Students who are not registered for bus service must not try to access a bus.
- A Parent of the school community is permitted to ride the bus with approval of the Bus Committee and/or Board depending on the frequency, reason and space available.

Fees

- Bus service is a full school year commitment except for reasons such as family relocation or change of school.
- Cancellation of bus service requires 30 days' notice or payment of one month's fees.

Emergency Drills

- Every September there will be a bus safety clinic conducted during school hours for all students.

PROCEDURE

Bus Accident / Breakdown Procedure

- School administration and bus coordinator will be contacted
- Parents will be contacted to arrange pick up by admin., bus coordinator, or the bus driver.
- The driver will remain responsible for each student until they are picked up by parent/guardian.
- Under no circumstances will a student be released to anyone but a parent or guardian. Exceptions will only be made with specific permission from a parent/guardian.

Discipline Procedure

1. Driver - student interaction and resolution.
2. Driver makes call to Parent/Guardian if behaviour is repetitive.
3. Administration - student interaction and resolution.
4. Administration makes a call to Parent/Guardian if behaviour is repetitive or unresolved.
5. Suspension from riding the bus for a specific time period.
6. Extreme cases may result in permanent suspension from the bus.

All infractions and discipline issued will be recorded by the driver and kept on file.

Driver Responsibilities

- Provide for the safety and welfare of the riders.
- Ensure the bus is clean and sanitary.
- Obey traffic laws and driving regulations.
- Follow the regular time schedule as closely as conditions permit.
- Always maintain control of the bus and passengers.
- Enforce behaviour expectations of the school.
- Deal with discipline issues concerning students on the bus. As a King's staff member, any discipline enacted will reflect the spirit and objective of the school.
- Keep a record of any infractions with date, name of student, and discipline issued.
Parents/Guardians will be notified of any discipline actions. In the case of persistent discipline issues or serious offenses, the Parent/Guardian and Principal will be notified, and an appropriate resolution will be reached.
- Drivers are to promote a spirit of Christian love on the bus with a goal of mutual respect between driver and student.

School Responsibilities

- Ensure buses receive regularly scheduled maintenance by a qualified mechanical facility.

Parent/Guardian Responsibilities

- Ensure children are ready to board the bus on time (at stop 5 min. prior to scheduled time).
- Be punctual in picking up children at the bus stop after school. If alternate arrangements are necessary be sure children are fully aware of the instructions.
- Instruct children to be careful in approaching the school bus stop and wait until the bus is at a complete stop before attempting to enter.
- Instruct child to remain off the road and behave in a safe manner while waiting for the bus.
- Inform the school of any exceptions to students' regular bus schedule (i.e. absence) by submitting a "Bus Student Adjustment".
- Instruct children to ride to and from their home bus stop. Provide written Parent/Guardian permission for any rider needing to be dropped at an alternate stop by submitting a "Bus Student Adjustment" at least one day prior.
- Make sure children know what to do if they miss the bus, at home and at school, and to never accept a ride from a stranger.
- Discuss an emergency plan with your child, particularly if your bus stop is a distance from your home.
- Make your children visible, i.e. reflective tape on their clothing and avoid dark colours.
- Encourage a spirit of Christian love when relating with the drivers on matters concerning their children.

Student Responsibilities

The information on bus safety procedures and practices included below is derived from safety consultations and seminars held in conjunction with the Salmon Arm School District Transportation Department.

- All riders should be at their stops 5 minutes prior to their scheduled time
- Riders must stay back from the bus until it comes to a complete stop
 - Right side embarkation: Stand in line until the bus has come to a complete stop and the driver has opened the doors. Enter in an orderly manner and sit down as quickly as possible.
 - Left side embarkation: Stand in line until the bus has come to a complete stop with red lights flashing. Look both ways for traffic and ensure it has come to a complete stop. Make eye contact with the driver and wait for his signal to cross. Cross the road in front of the bus, within sight of the driver at all times, and enter on the right in an orderly fashion.
- Riders will only be allowed to disembark at their designated stop unless the Parent/Guardian has submitted a “Bus Student Adjustment” at least one day prior to disembark elsewhere.
- Riders must always remain seated when the bus is in motion for their own personal safety and so the driver will not be distracted. (The correct seating position is facing forward with feet on the floor in front of you)
- Students must treat each other courteously and make room for students to sit as they board the bus.
- There is to be no yelling, screaming or loud talking as the noise on the bus prevents the driver from hearing sirens, train whistles or horns.
- Pushing, shoving, hitting or assault of any kind is NOT allowed.
- When possible, students will not sit in the last 3 rows of seats. (Bus accident statistics found seating is a major factor in passenger injuries. A higher rate of serious injury occurs in the first three and the last three rows in school buses.)
- No body parts or other objects are to be hanging out of the windows.
- Eating of lunches and snacks may be allowed at the discretion of the driver. Be “allergy aware”, no food containing nuts is to be consumed on the bus. Students will not leave litter on the bus. If abused, this privilege will be suspended.
- Students damaging the bus will be required to pay for repairs.
- Carry-on items are permitted if they:
 - Fit on the student’s lap
 - Are properly contained
 - Will not impede safe sharing of the seat
 - Will not block the aisle
- Any item that is prohibited in the school is also prohibited on the bus. (i.e. matches, knives, etc.)
- Unloading of the bus will be done in an orderly fashion.
- When unloading, students should look both ways before stepping off the bus. If students are proceeding away from the bus on the right side, they must move promptly away from the bus. Under no circumstances should a rider attempt to approach the bus or attempt to stop it after disembarking.
- Students crossing the road MUST:
 - Exit the bus.
 - Walk straight ahead of the bus until they can see the driver and his hands on the steering wheel.
 - Then students can turn left and walk to the second headlight and STOP.
 - Watch the driver for the hand signal to cross the other road lane, then LOOK BOTH WAYS BEFORE starting to cross.
 - After crossing, move away from the road as quickly as possible.

USE OF ELECTRONICS POLICY

At King's Christian School, we believe that computing technology is an essential tool for teachers and students. Therefore, in our effort to deliver a relevant, future-focused, and engaging educational program, we are committed to providing and supporting the use of web-based computer technology. We are also committed to providing explicit instruction on how to use such technology ethically and responsibly from a Biblical perspective, including mobile devices. However, we believe that our school community is best served by limiting the use of and access to personal handheld devices throughout the school day, as they present distractions and obstacles to the kind of engaged learning and connected, Christ-centered community we desire for our student body.

We believe the entire school day is an important time for students to be fully present and engaged in the school community - during classroom learning, and with peers and staff during non-instructional times.

The following standards will apply to students in all grades and include the following limitations:

1. Students may bring digital devices to school for use before and/or after school, and during non-instructional breaks such as lunch or High School spares.
2. Digital devices must be turned off and stored in lockers or backpacks, out of access during instructional time. Digital devices shall not be used in washrooms or change rooms at any time.

The school is actively working to ensure there are enough computers and/or tablets available at school for students to use in class for research, learning, and projects.

If a digital device is visible or audible to a staff member during instructional time, or in a washroom or change room, the following consequences will occur:

1. First time: The staff member will confiscate the device and hold it until the end of the day or turn it in to the office to hold until the end of the day, at which time the student may pick it up.
2. Second time: The staff member will confiscate the device and turn it in to the office. Parents will be notified by the office of this second infraction.
3. Third time: The staff member will confiscate the device and turn it in to the office. Parents will be notified and will need to come to the school and meet with Administration before the device can be picked up.

Though not completely prohibited at this time, the use of digital devices has led to a decrease in relationships and community with others. Students are encouraged to keep personal devices in their lockers or bags during breaks and try to connect and build community. Also please note, the school is not responsible for any loss or damage to any digital device that a student chooses to bring to school.