



King David
HIGH SCHOOL
בית ספר תיכון המלך דוד

POLICY BOOKLET
2021-2022

KING DAVID POLICY BOOKLET

The policies contained in this document have been created to ensure King David High School is in keeping with all Ministry of Education requirements and best practices for independent schools. All policies are regularly reviewed and updated as needed. The following policies are contained:

Supervision of Students Policy	3
Information Communication Technology and Social Media Policy	4
Special Needs Policy	6
Challenge and Equivalency Policy	7
English Language Arts Policy	8
Learning Resources Policy	9
Appeals Policy	12
Harassment and Bullying Prevention Policy	14
Discrimination Protection Policy	16
Sexual Orientation and Gender Identity Policy	17
Responding to Child Abuse and Neglect Policy	20
Admissions Policy	24
Personal Information Privacy Policy for Parents and Students	25
Student Records Policy	32
Anaphylaxis Policy	40
Course Audit Policy	41
School Completion Policy	42
Distance Learning Policy	43
Water Testing Policy	44
Substance Use Policy	45
Cash Payment Policy	48
Transportation Policy	53
Field Trip Policy	54
Emergency Communications Policy	58

Supervision of Students Policy

Teachers and / or office staff are on duty during the following times:

- 30 minutes prior to first block
- Recess
- Lunch
- 20 minutes after school dismissal

Students who wish to be in the building more than thirty minutes prior to first block, or more than twenty minutes after last block should make arrangements with a teacher or staff member. Students are not permitted in the building before or after these regular school hours unless they are with a King David staff member.

Parents should note that students in the building or on school grounds outside of the times stipulated above will not be under the direct supervision of King David staff. Also, please note that thirty minutes after the last class has ended there are no longer staff on hand to open the front door. Parents or students wishing to enter the building after this time should make arrangements with a King David staff member.

In order to ensure the safety and supervision of our students, please arrange to have students:

- a) arrive at school ten to thirty minutes prior to the first block, and
- b) picked up from school within twenty minutes of last block.

Information Communication Technology and Social Media Policy

As part of their enrollment to King David High School, all students have signed a contract agreeing to the following policy:

This policy seeks to encompass the use of all electronic data and personal electronic devices (hardware), including but not limited to: computers, data tablets, cellular telephones, smart phones, digital cameras, video games, and video players. Software includes the use of applications loaded onto data devices and web-based applications, including social media, games, video, etc.

Technology offers incredible opportunities to enrich the academic and personal lives of students. It is important that students use technology in a manner that protects:

- the privacy and personal well-being of other users;
- themselves from emotional or physical harm; and
- their identity and personal information.

Responsible Use

Rather than trying to limit access to technology, King David High School is committed to helping students develop the ability to make good technology-use decisions. Students shall:

- only access information that is appropriate;
- speak and write about other people in a manner that is respectful;
- only post or share images and ideas that they may not regret later (students must recognize that everything on the Internet is permanent and may be accessed by anyone);
- share only appropriate images of others, with their prior consent;
- be aware of the impact of their technology use on those in their immediate vicinity;
- avoid sharing their personal information, or that of their family or their peers (this includes their real name, contact details, photo, Social Insurance Number, banking details);
- not arrange to meet in person an individual they met online unless they have their parents' permission;
- not attempt to access (hack) secure sites to which they have not been granted access;
- not use the accounts or passwords of another individual without their explicit consent;
- not access or transmit, either internally or externally, any materials that may be considered pornographic or sexual in nature, demeaning or libelous, copyrighted, in violation of either Canadian law or the KDHS Code of Conduct;
- protect the privacy of King David students and faculty, by not, under any circumstances, creating digital video or sound recordings of faculty members or students either on campus or at off-campus King David events;
- not use social media sites to publish disparaging or harassing remarks about KDHS community members, athletic or academic contest rivals, etc.;
- ensure that any posted editorial content to websites or other forms of online media does not reflect poorly upon the school.

Inappropriate use of the school's network system may result in termination of the student's user privileges, liability for damages, and/or further disciplinary action as deemed appropriate by the school's administration.

Information Sharing Policy

All students at King David High School have access to a counsellor as a support for their social-emotional well-being and development. Speaking with a counsellor, or at times, a teacher, can assist a student to find better ways to cope with problems, improve relationships or develop deeper personal insights. At times, a counsellor is a source of support in a crisis or during a difficult time.

Conversations with counsellors are based on a trusting relationship. A counsellor will endeavour to keep confidential information a student shares as it is important that the child has the freedom to share information openly and be confident that it will not be revealed to others. However, there are limits to confidentiality in our school setting.

Freedom of Information and Protection of Privacy Act (FOIPPA) is legislation that must be taken seriously and followed by all school employees. However, in practice the interpretation of FOIPPA must be considered simultaneously with keeping the right balance between student privacy *and* the 'student's best interest' *and* the protection of the community.

Information must be shared in the following situations:

- 1) disclosures required by law; staff cannot breach the criminal code; i.e. if abuse is disclosed, or, if failure to act would allow a serious criminal act to occur, or if a court order to release information is presented;
- 2) if the student or another person is 'at-risk'; and information is disclosed, and failure to release that information would jeopardize the safety or result in physical harm, abuse or neglect of the student or someone else, either in the school or greater community;
- 3) if the release of the information is in the student's 'best-interest'. The 'best interest of the student' is enshrined in the Child, Families, and Community Services Act of BC, which states that the best interests of the child must be considered in making decisions about the child. The following factors are to be considered in making decisions regarding the student's best interest:
 - a) the student's safety
 - b) the student's physical and emotional needs and level of development
 - c) the quality of the relationship of the student with a parent or other person, and the effect of maintaining that relationship
 - d) the student's cultural, racial, linguistic and religious heritage
 - e) the student's views
 - f) the effect on the student if there is a delay in making a decision

The application of the Information Sharing Policy should always be through the Head of School (HOS) or Deputy Head of School (DHOS). In situations where immediate harm to health or safety is imminent, the staff member sharing the information does have discretion to share without approval but with immediate follow up notification as described through the HOS or DHOS.

King David Special Needs Policy

King David is committed to the providing an education for every Jewish student of secondary school age. We recognize the right of every student to have his/her individual needs accommodated by the school to the greatest extent reasonably possible. Consistent with this goal is an ongoing effort to make our programs increasingly accessible to students with special needs.

To ensure proper delivery of services by the school, special needs students must undergo an individual assessment. As part of this assessment, parents may be required to provide the results of psycho-educational or other testing, or to allow such testing to occur, as required by the school. The school will conduct an ongoing review of each student's needs to ensure individual requirements are being met and, if needed, to determine whether a student's needs can no longer be supported by the school (as described below).

Enrolment of students with special needs will be contingent on the administration's determination, following the individual assessment, that it will be able to provide the student with his/her required services without undue hardship on the school or unreasonable interference with existing programs. The school's ability to accommodate students with special needs is subject, in part, to the school's facilities and capacities.

The following accommodations are **at the discretion of the school**:

- alternate testing location
- up to 50% extra time
- use of a computer

The following **require Ministry approved documentation (educational assessment from Grade 7 or more recent, meeting Ministry specific criteria)**:

- More than 50% extra time (specifically articulated in the assessment)
- Use of a calculator in non-calculator assessments
- Use of a Reader
- Use of Spell check
- Use of a scribe

For information on Ministry of Education adaptation specifications go to the *Handbook of Procedures for the Graduation Program* (Chapter 8, page 147). <http://www.bced.gov.bc.ca/exams/handbook/>

King David Challenge and Equivalency Policy

Challenge

1. The Challenge Process assesses students' undocumented prior learning for the purposes of granting credit for a Grade 10, 11, or 12 course. The opportunity to challenge for credit begins one year after the implementation of any new provincial curriculum.
2. Students must provide proof of competency to the administration in a subject before they are granted the opportunity to challenge a course. The challenge process is an evaluation process and may not be used for students to improve a mark in a course for which they have already earned credit, or as a way to obtain credit for a course they have previously failed.
3. Assessment instruments for the challenge process may include formal tests and a variety of other assessment strategies appropriate to the particular course. Assessment strategies will be adapted for students with special needs as required.

Note: The Challenge and Equivalency Policy does not apply to Judaic Studies courses except for Hebrew Language.

Equivalency

1. The Equivalency Process is the process of assessing documented learning from other jurisdictions such as schools outside the BC school system in order to grant credit 'as equivalency' for a Grade 10, 11, or 12 course.
2. Equivalency credits are granted only by school administrators. The administration will determine the total credit equivalency of the student's previous learning. Administrators will, in conjunction with the student's documentation, use the BC Ministry of Education Handbook of Procedures as a reference in determining equivalency.

English Language Arts Policy

There is no one set of skills more valuable than those our students develop in our English Language Arts program. From Grade 8 to Grade 12, our goal is that by the time our students leave King David, they have the analytical and communication skills, and the ability to process and manipulate information and ideas that will set them up for success in their post-secondary and career paths.

By the time our students are in Grade 11 and 12, our program is challenging them to develop effective research and information assessment skills so that after Grade 12, they are able to discern quality sources of information online, use scholarly databases, and ethically articulate complex information and analytical thought in properly formatted papers. These are skills they will need regardless of what area of study they explore.

Oral and written expression, reading comprehension, and listening are also cornerstones for all high school and post-secondary curricular areas. Without solid, continually emerging skills in English, our students cannot reach their full potential in their courses.

Other English programs available to our senior students, in either study-abroad programs or summer school programs, do not fulfil the requirements and outcomes of our English program. Each of these programs, while good in some ways, is deficient in others. Our goal is for students to have a meaningful learning experience that will challenge them to acquire skills for future success that are beyond meeting Ministry testing requirements. Due to the critical nature of this learning, and as our graduates will have our King David name on their transcripts, our integrity demands that we know that our King David students will represent all of us well in their post-secondary studies.

At King David we want all our students to experience post-secondary and career success not complete just enough work to achieve a certain test mark. We believe it is our responsibility to do this for every student. To ensure our students maximize their learning, and have what they need to succeed, our students will be required to take all English classes, Grades 8-12, at King David. This will begin in summer 2020.

Learning Resources Policy

Introduction

Independent school authorities are required to have policies and procedures on how learning resources are chosen for use in schools. The learning resources requirement is authorized under the authority of the Independent School Act, s 4(1)(b) which states:

On application by an authority, the inspector must issue or renew a certificate classifying an independent school into one or more of the groups set out in the Schedule if the inspector is satisfied that the authority and the independent school meet (b) the educational standards established by the minister, and Section 4 of the Ministerial Order 41/91, the Education Standards Order.

The Ministry of Education no longer conducts evaluation processes to recommend learning resources, leaving the responsibility to the school. This policy sets out the procedures that determine how learning resources are chosen, as well as how concerns or challenges will be addressed by King David High School.

Definition of Learning Resources

Learning Resources are texts, videos, software, web sites and instructional materials that teachers use to assist students to meet the expectations for learning defined by provincial and school-based curricula.

This policy is specific to learning resources which form the school collection of resources for both our Judaic Studies program and our General Studies program.

Learning resources used in the classroom will be evaluated and approved with consideration given to curriculum fit, pedagogy, social considerations, age and developmental appropriateness, as well as the school's philosophical, cultural and religious values.

Learning Resources Approval Process

King David High School encourages all teachers to utilize all forms of media that meet the needs of all students and provide a challenging and engaging learning experience. Learning resources should be age and ability appropriate and in keeping with the professional practices and expectations of King David.

King David teachers are given autonomy and judgement to select and use learning resources in their classrooms. The availability and volume of potential media make a formal evaluation process overly cumbersome for teachers and restricts their ability to evaluate, reflect on and potentially change resources to meet the needs of their students and to satisfy learning outcomes in their courses.

Instead, teachers are encouraged to utilize the collective expertise within their departments or teaching areas and consult the school librarian, Head of Judaic Studies or Deputy Head of School for additional input. The school also provides teachers with access to the BC Educational Resource Acquisition Consortium (ERAC) which is a collection of thousands of resources, all of which have been evaluated for their suitability in BC schools. Similarly, King David utilizes its membership in the ISABC Digital Library, in which all member schools pool their resources, all of which have been vetted for use in BC schools.

When choosing a learning resource for use in our classrooms, teachers are asked to consider the following evaluation criteria (this is not an exhaustive list):

- 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 (PIPA) legislation
- Suitability based on the pedagogical, social, philosophical, cultural and religious values of King David High School
- Evaluating resources from the perspective of pedagogical, social, philosophical, cultural and religious values will:
- Encourage understanding and promote positive social attitudes and 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
- Identify potential controversial or offensive elements that may exist in the content or presentation, and highlight where resources might support positive social attitudes, diversity, and demonstrate tolerance and respect for individual differences.

Resource evaluation will be based on one or more of the following inclusion 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

If, after using the above criteria, a teacher is uncertain about the appropriateness of a resource, he or she should consult with the school librarian, Head of Judaic Studies and Deputy Head of School.

Withdrawal of a Recommended Learning Resource

King David teachers are encouraged to regularly evaluate the effectiveness of all learning resources used in classes to ensure each still meets the established criteria above and is supporting the learning of all students. Similarly, with the pace of our changing world, teachers are encouraged to regularly evaluate the relevance of learning resources and whether there is still availability.

In the event the administration of King David makes a recommendation for the withdrawal of a learning resource, the decision may include consultation with other educators both in and outside of King David. Once the decision is made to withdraw a learning resource(s), it must be removed from all teaching and curricula according to the administration's stipulations.

Challenge to the Use of Learning Resources

Challenges to the use of learning resources at King David must be made in writing to the Head of School, identifying the grade, learning resource and the reason why the resource(s) may not be suitable. Challenges will only be accepted from individuals in the school community whose children are directly engaged with the learning resource(s), educators who use the resource(s), or Ministry of Education staff.

Within 14 days of written receipt of a learning resource challenge, the Head of School will convene a meeting of a committee, consisting of a minimum of three representatives of King David one of whom must be an administrator and another a practicing teacher. The practicing teacher must have at least three years of experience in the grade level(s) and subject area(s) for which the resource is used.

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

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

Appeals Policy

Whereas:

- a) It is the policy of the Board that the day to day running of the school is to be managed by the school administration under the authority of the Head of School;
- b) There may arise from time to time exceptional circumstances which render it appropriate to provide parents of students enrolled in or seeking admission to the school who are dissatisfied with an act or decision of the administration that impacts significantly on that student, a right to appeal the act or decision to another body.

Therefore, the following Policy has been adopted:

1. In the ordinary course, any student or parent, or applicant for position in the school or their parent who is dissatisfied with an act or decision of a teacher or other member of the staff should in the first instance be encouraged to take the matter up with that teacher or staff member with a view to resolving it informally.
2. If after following the policy in the preceding paragraph, the affected party remains dissatisfied, then if the decision maker whose act or decision is impugned is not the Head of School or the Deputy Head of School, the matter may be appealed to the Deputy Head of School or the Head of School, at the discretion of the Head of School. If the decision maker is the Deputy Head of School, then the matter may be appealed to the Head of School.
3. If a parent of a student enrolled in or seeking admission to the school is dissatisfied with the result of an appeal to the Head of School under the preceding paragraphs, or with any act or decision of the Head of School in the first instance, and the act or decision has had or may have a significant impact on the student (as determined by the Executive Committee), then the Executive Committee may, in exceptional circumstances, permit either one or both parents of the student to bring an appeal of that decision to an ad hoc appeal committee (the "Appeal Committee") to be established by the Executive Committee for the purpose of hearing the appeal. The Appeal Committee will consist of at least two members of the Executive Committee (one of whom will serve as chair) and a third member, all of whom will have had no prior involvement in the matter, and who are otherwise free of any conflict of interest in the matter. Members of the Appeal Committee who do have a conflict of interest should voluntarily excuse themselves from participating on the committee. If a member does excuse him or herself from the Appeal Committee, the chair will appoint a board member as a replacement.
4. The Appeal Committee will control its own process and may decide to resolve the appeal orally or in writing. If the appeal is to be resolved in writing then the Head of School will prepare a written report on the matter to the Appeal Committee and the Chair will provide a copy of the Head of School's report to the parent bringing the appeal, who will be given a reasonable opportunity to respond, either orally (with or without the Head of School present, at the discretion of the Chair) or in writing. If the appeal is to be resolved orally, then the Appeal Committee will convene a hearing attended by the Head of School and the parent bringing the appeal so that the parent may hear and respond to any assertions made to the Appeal Committee in support of the act or decision under appeal.

5. After hearing from the Head of School and the parent bringing the appeal, the Appeal Committee will reach a decision by majority vote and the Chair will communicate the decision to the Head of School, the parent who brought the appeal, and the Executive Committee.
6. For some types of disputes, a mediation process may be a more appropriate way of resolving a dispute. After hearing from the Head of School and the parent, or based on the nature of the dispute, the Appeal Committee may choose to adopt a mediation process to reach a decision. In this instance, a third party mediator can be selected through the Dispute Resolution Office of the Ministry of the Attorney General, which is a public service that will provide applicants with information respecting suitable, qualified mediators (250-356-8147 or toll-free 1-800-713-0433). The Appeal Committee may also seek mediation through a recommended ombudsman from the Federation of Independent School Association (FISA).
7. The decision reached under paragraphs 5 and 6 will be final and binding.

Harassment and Bullying Prevention Policy

King David is committed to providing a school-wide culture of inclusion and respect for difference that embraces all members of our family regardless of background, age, sexual orientation or gender expression. No meaningful learning or personal growth can occur unless all staff and students feel safe, valued and free to express their authentic selves.

King David's Anti-bullying Policy is in keeping with our overall school values and Code of Conduct. In striving to maintain an environment in which all members of our school community feel safe and welcome, we ask all of our King David family to act in ways that exemplify the qualities of a mensch which include treating others with respect, kindness, and empathy.

What is Bullying?

Bullying is a willful and deliberate act of physical, verbal or relational aggression that involves an abuse of power and the intent to hurt others. This act is usually repetitive and carried out by one or more people against another person or group.

Bullying can take on, but is not limited to, the following forms:

Verbal:

- Persistent taunting or hurtful teasing of others with put-downs and name-calling;
- Mocking or ridiculing another person's ideas, appearance, abilities or work;
- Making offensive or degrading remarks or claims about another's culture (racism), gender (sexism), sexual orientation (homophobia), gender expression, abilities, religion or social background;
- Spreading false and malicious rumours or gossip;
- Uttering sexually suggestive or sexually abusive comments;
- Forcing others to do something;
- Making threats, scaring or intimidating others, including behaviours such as extortion of money or possessions;
- Hurtful, offensive and/or threatening gestures, notes and graffiti;
- Intimidating or harassing messages delivered phone, voice mail, text messaging, chat rooms, instant messaging (i.e. MSN Messenger, Instagram, and Snapchat), e-mail, websites, Facebook, or any other communications tools.

Physical:

- Any form of physical violence such as hitting, slapping, biting, choking, pulling, pushing, scratching, tripping, kicking, pinching and spitting;
- Unwanted physical contact such as touching;
- Interfering with, taking, or damaging the belongings of others.

Relational:

- Ignoring, rejecting, isolating, or excluding others;
- Shunning others which involves both exclusion and rumour spreading;
- Purposefully manipulating and/or ruining relationships.

Everyone at King David has a role to play to ensure that bullying has no place in our school. Research shows that bullying of any kind is dramatically reduced when others stand up for someone being bullied. Jewish history has shown us the implications of standing idly by and not standing up for what is right. We ask all members of our King David family to subscribe to the following four principles and to work together to keep bullying out of our school:

1. Refrain from bullying of any kind, for any reason.
2. Treat others with respect and kindness.
3. Intervene, if it's safe or tell someone who can.
4. Include instead of exclude or ignore.

Consequences

As a school, we are committed to thoroughly investigating and resolving all cases of bullying in a firm, judicious, and caring manner with support from students, staff, and parents. All suspected cases of bullying will be looked into by the relevant teacher(s), administration and/or the school counsellor. Bystanders and onlookers will also be considered in terms of culpability. Any inquiry will be conducted in a sensitive and confidential manner in consultation with appropriate students, parents and staff. Ensuring the safety and well-being of our students will be our first priority. Student and parent concerns regarding student safety will be taken very seriously, and action will be taken to resolve these concerns.

Students engaged in behaviours that interfere with the general welfare of students, the learning environment, or that reflect negatively on the school and its values, may be subject to disciplinary action even if this behaviour occurs off school property and at any time including evenings, weekends, or school holidays. Consequences will depend on the severity and frequency of the incident(s) and may include parental notification, suspension from school activities and classes, involvement of the police, suspension, or expulsion.

Discrimination Protection Policy

The safety and wellbeing of children in independent schools is of paramount consideration. Children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. As a member of FISA BC, King David strives to ensure that our children experience a learning environment that enables every child to feel safe, cared for, accepted and respected. As part of King David's values, and as stipulated in the *Independent School Act*, it is important that King David ensures students feel connected through the relationships that are created between students, staff, and parents that are part of our school community.

King David will strive to maintain and to continuously improve upon its learning environment 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 school's religious tenets, cultural perspectives and philosophical values.

Sexual Orientation and Gender Identity Policy

King David is committed to providing a school-wide culture of inclusion and respect for difference that embraces all members of our school community regardless of background, age, sexual orientation or gender expression. No meaningful learning or personal growth can occur unless all staff and students feel safe, valued, and free to express their authentic selves.

The over-arching aim of King David is to promote the spiritual, physical and intellectual development of our students in a caring learning environment. Students and staff who identify as gay, lesbian, bisexual, transgender (trans*), and those who are questioning their sexual orientation or gender identity are valued members of our school community. As such, King David has developed this policy to support and affirm the dignity of all staff and students and to ensure the protection of fundamental rights and freedoms as set out in the *BC Human Rights Code* and the *Canadian Charter of Rights and Freedoms*.

Strategies

Staff Development

The School will provide professional development opportunities for staff to develop awareness, knowledge, skills, and understanding to ensure all learning environments support and advocate for the needs of students whose identity, or perceived identity, is LGBTQ+.

The school will ensure all members of staff use language, educational resources and approaches that are inclusive, developmentally appropriate, and respectful of diverse sexual orientations, gender identities and gender expressions.

Harassment and Anti-Bullying Policies

The school has in place, and reviews regularly, anti-harassment and anti-bullying policies that provide effective procedures to prevent, and respond to, behaviour or language that compromises the physical or emotional well-being of any member of our school community. This includes any action that degrades, labels, or stereotypes students on the basis of their sexual orientation, gender expression, or incites hatred, exclusion, or discrimination on such basis.

Accommodations

Confidentiality and Privacy

The rights and privacy of all students and staff are essential. All students have the right to discuss their gender expression openly.

The administration or any school personnel should not disclose information that may reveal a student is transgender to other parents, students or staff, unless legally required to do so, or unless the parents/guardians of the student have expressly authorized such disclosure.

Where a student approaches a teacher, counsellor or administrator to discuss his/her experience of gender expression, and where the teacher, counsellor, or administrator suspects the student has not revealed this information to his/her parents, the school shall keep such information strictly confidential. The school shall not disclose any information from a student except where required by law.¹

¹ E.g., see the *Independent School Act* and s.9 of the *Independent School Regulation*, BC Reg. 262/89 for rules on disclosure of a student's record. See also the *Personal Information and Protection of Privacy Act*.

Names and Pronouns

All trans* students will be addressed by the names and pronouns they prefer to use. Legal documentation for the name change is not required, and the student does not need to change official school records for this right to be granted.

School Records

Whenever possible and permitted by law, requests made by a student, or the parent of a student, to change the student's official school record to reflect his/her preferred name and/or gender identity will be accommodated.

Whenever possible, at the request of a student or the student's parent, the student's preferred name and/or gender identity will be included on class lists, timetables, student files, identification cards and communications between the school and home.

School Uniform/Dress Code

Students have the right to dress in a manner consistent with their gender identity or gender expression. The school will work with individual families and students to determine what is appropriate for the student and the school.

Physical Education and Sports

All students should be able to participate in physical education classes and team sports in a safe, inclusive affirming and respectful environment. Where possible, students will be permitted to participate in any gender-segregated recreational and competitive activities in accordance with their gender identity. Due to issues of safety, some students may wish to participate in a gender-specific activity that is not aligned with their gender identity. Participation in competitive athletics will be resolved on a case-by-case basis, in keeping with league policies, and with the involvement of the student and his/her parents.

Washroom and Change Room Accessibility

The use of washrooms and change rooms by trans* students will be assessed on a case-by-case basis in consultation with the student and parents with the goal of maximizing the student's social integration, safety and comfort, and minimizing stigmatization. The school has a gender neutral washroom on the second floor open to all students.

Decision Making

Any other area of concern not directly addressed in this policy will be resolved in a manner that involves the student and parents with the goal of maximizing inclusiveness and safety for the student.

Where a student or parent is not satisfied with a decision of the school, they may refer to the school's Appeal policy.

Terms

Transgender: An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned gender at birth. Other similar terms include transsexual and trans. It may also be an umbrella term that includes people who are otherwise gender-nonconforming.

Trans*: When the asterisk is put on the end of trans*, it expands the boundaries of the category to be radically inclusive. It can be understood as the most inclusive umbrella term to describe various communities and individuals with nonconforming gender identities and/or expressions.

Gender Identity: A personal, deeply-felt sense of being male, female, both or neither.

Gender Expression: How a person expresses his or her gender through outward presentation and behaviour. This includes clothing, hair style, body language and mannerisms.

Gender Dysphoria: An intense and persistent discomfort with the primary and secondary sex characteristics of one's assigned birth gender.

LGBTQ+: An acronym and umbrella term used to denote a community of people with varying sexual and gender identities, including lesbian, gay, bisexual, transgender, queer, two-spirited, intersex, and asexual.

References:

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Responding to Child Abuse and Neglect Policy

Introduction

Child abuse is a serious problem. Its impacts can last a lifetime and even extend to future generations. Understanding child abuse and neglect and knowing how to respond are critical.

School personnel are responsible both for reporting suspected child abuse and neglect and also for cooperating with resulting investigations. Identifying and supporting students who have experienced child abuse and neglect is important in meeting these responsibilities.

What is Child Abuse and Neglect?

The following definitions are adapted from The BC Handbook for Action on Child Abuse and Neglect (pages 23-25):

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

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

Emotional Abuse: a pattern of destructive behaviour or verbal attacks by an adult on a child. Typical behaviours may include rejecting, terrorizing, ignoring, isolating, humiliating, insulting, scape-goating, exploiting or corrupting a child.

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

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

Legal Duty to Report

Child, Family & Community Service Act—Summary of Section 14 Duty to Report

A person who has reason to believe that a child needs protection under Section 13 of the Child, Family and Community Service Act, is legally required to report promptly to a child protection social worker in the MCFD. **Failure to report is an offence.**

Summary of Section 13 - When protection is needed

- a) Actual or likely physical harm by a parent
- b) Actual or likely sexual abuse or exploitation by a parent (includes engaging in child prostitution)
- c) Parent is unable or unwilling to protect child from physical harm or sexual abuse/exploitation by another person
- d) Actual or likely physical harm because of neglect by a parent
- e) Emotional harm as a result of a parent's conduct; child demonstrates anxiety, depression, withdrawal, or self-destructive or aggressive behaviour
- f) Child is deprived of necessary health care
- g) Child's development is likely to be seriously impaired by treatable condition and parent refuses to consent to treatment
- h) Parent is unable or unwilling to care for child and has not made adequate provision for child's care
- i) Child absent from home and his/her safety and wellbeing are being endangered
- j) Lack of adequate arrangements for child upon death of parent
- k) Child is abandoned with no adequate provision for his/her care

What to do if you suspect Abuse or Neglect

- If the child is in immediate danger, **call 911**.
- If you have reason to believe a child has been, or is likely to be abused, or needs protection, report immediately to the Child Protection Unit of the MCFD, call the **Helpline for Children at 310-1234 (no area code required) or 1-800-663-9122** outside of regular office hours.
- Inform the Head of School and school counsellor.
- Document the report and be prepared to provide follow-up to MCFD or the police.
- **Do not inform the parents of the report.** It is the responsibility of the MCFD or police to investigate and inform parents.
- Cooperate fully with any and all resulting investigations.

Keep in Mind

- You do not need proof; it is the child welfare worker's job to determine if there is abuse or neglect.
- It does not matter if someone else has already made a report—you still must make a report.
- The legal duty to report overrides any duty of confidentiality.
- No damages may be brought against a person for reporting information unless the person knowingly reports false information.

The BC Handbook for Action on Child Abuse and Neglect and Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse is located in the staff room and the counsellor's office. In both, you will find information on:

- Recognizing the indicators of Abuse or Neglect
- How to talk to a child whom you suspect is being abused or neglected
- What information the child welfare worker will require when you make a report
- What happens after you make a report

For the purposes of reporting alleged abuse, King David High School has appointed two school officials who will be responsible for working with child care workers to determine whether a child has been harmed by someone who works or volunteers at the school.

The Appointed School Official (ASO) for King David High School will be the Head of School.

The Alternate Appointed School Official (AASO) will be the Deputy Head of School.

In fulfilling the role as a school's ASO or AASO, the Head or Deputy Head of School may be required to:

- investigate where appropriate on behalf of the school authority;
- ensure a safe school environment during investigations;
- consult with the child welfare worker and/or police;
- ensure that no school employee interferes with any investigations;
- communicate with parents with respect to actions taken by the school authority;
- report to the Commission for Teacher Regulation, Teacher Regulation Branch, Ministry of Education, when the School Authority dismisses, suspends or otherwise disciplines a certified teacher or school Head of School (*Independent School Act* section 7 and 7.2); and, refer student(s) for counseling according to the school's policies.

In the event an allegation of abuse is made against the Head of School, a member of the executive from the school's board of directors will be appointed as a School Official.

*****If you have questions, concerns, or suspect abuse or neglect, consult a counsellor or administrator immediately.*****

RESOURCES AND REFERRALS

Emergency:

- 911
- Mental Health Emergency Service: (CAR 87) 604-874-7307
- Youth In BC/Crisis Center: 604-872-3311, 1-866-661-3311
- Kids Help Phone: 1-800-668-6868
- Help Line for Kids in BC: (no area code needed) 310-1234
- Native Youth Crisis Hotline: 1-877-209-1266
- CART (Child and Adolescent Response Team) urgent response to mental health related crisis, short term therapy, referrals, assessments: 604-874-2300
- BC Children's Hospital: 604-875-2345
- Vancouver General Hospital: 604-875-4111
- St. Paul's Hospital: 604-682-2344
- 24/7 Distress Phone Service: 1-800-SUICIDE (784-2433)

Non-Emergency:

- Police: 604-717-3321
- Jewish family Services: 604-257-5151
- JCC Youth Outreach Worker: 604-441-7215
- SAFER (Suicide Attempt Counseling Service) 604-879-9251
- VictimLINK: information/referrals to victims of violence: 1-800-563-0808
- Ministry for Children and Families after Hours line: 604-660-4927
- Kelty Mental Health Resource Center: 604-875-2084
- Pacific Spirit Health Center: 604-261-6366

Websites:

- Vancouver Coastal Health: www.vch.ca
- Jewish Family Services: www.jfsa.ca
- Mind Check: www.mindcheck.ca
- BC Counsellors: www.bc-counsellors.org
- Qmunity: www.qmunity.ca/youth
- Kids Help Phone: www.kidshelpphone.ca
- Youth In BC: www.youthinbc.com

King David Admissions Policy

As a community Jewish day school, King David accepts applications for admission from students entering in Grades 8 - 11 who meet the criteria for admission as set by the Head of School. In order to maintain the integrity of our school's reputation and commitment to a meaningful Jewish education consistent with the mission of our school, and to ensure a positive learning environment for our Grade 12 students, applications will not be accepted for students entering Grade 12. Parents of Grade 12 students may submit a request in writing to the Head of School for an exception to be made for admission to Grade 12 for reasons that may include:

- Previous attendance at King David (years of attendance and reason for leaving)
- Demonstrated commitment to Jewish Education
- Relocation from outside the Vancouver community

Personal Information Privacy Policy for Parents and Students

The School's Commitment to You

Safe guarding personal information of parents and students is a fundamental concern of King David High School (King David). The school is committed to meeting or exceeding the privacy standards established by British Columbia's *Personal Information Protection Act* (PIPA) and any other applicable legislation.

This Personal Information Privacy Policy describes the policies and practices of King David 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.

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

Ten Privacy Principles

As part of King David's commitment, the *Ten Privacy Principles* govern the actions of the school as they relate to the use of personal information. This Personal Information Privacy Policy describes the *Ten Privacy Principles* and provides further details regarding King David's compliance with the principles.

Definitions

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

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

"Parent" means the parent, guardian, or other legal representative of a student. **"Student"** means a prospective, current, or past student of King David.

Principle I – Accountability

King David is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school designates an individual who is accountable for the school's compliance with the *Ten Privacy Principles*. This individual is the *Privacy Officer* of the school.

You may contact our Privacy Officer as follows:

King David High School	
Attention:	Alex Monchamp, Deputy Head of School
Address:	5718 Willow Street, Vancouver, BC, V5Z 4S9
Phone:	604-263-9700
Fax:	604-263-4848
Email:	amonchamp@kdhs.org

Principle 2 – Identifying Purposes

King David 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?

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

Principle 3 – Consent

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

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

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

Principle 4 – Limiting Collection

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

Principle 5 – Use, Disclosure and Retention

King David 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 bylaw.

How is Information Used?

King David 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.

King David 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?

King David 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 King David may disclose personal information.

When Authorized by You

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

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

When Required by Law

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

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

When Permitted by Law

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

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

Outside Service Suppliers

At King David, the school sometimes contacts outside organizations to perform specialized services such as printing, student assessments, market research 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 King David 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.

Principle 6 – Accuracy

King David will take appropriate steps to ensure that personal information collected by King David 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 King David, request that King David correct an error or omission in any personal information that is under King David's control and King David will, as appropriate, amend the information as requested and send the corrected personal information to each third party to which it has disclosed the information during the preceding year.

Principle 7 – Safeguarding Personal Information

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

The School's Employees

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

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

Student Files

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

Electronic Security

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

Principle 8 – Openness

King David will make information available to individuals concerning the policies and practices that apply to the management of personal information.

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

Principle 9 – Individual Access

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

How May I Access My Personal Information?

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

Parent Access to Student Personal Information

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

Student Access to Student Personal Information

All students have access to some of their personal information through the electronic school management system, PCR. Students wishing to see additional information in their student file should speak to an administrator.

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 policies.

King David Student Records Policy

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 (11/07) (the Order), and the *Personal Information Protection Act* (PIPA). Section 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](#), Ministry of Education, June, 2012, which serves as a guide for independent school policy development in this area.

The school authority may add, modify, or remove portions of King David High School's *Student Records Policy* when it is considered appropriate to do so, if it is not in conflict with legal requirements and government policy.

King David High School is committed to ensuring that student records are handled in accordance with all legal requirements.

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.

1) Policy Statements:

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

King David High School will:

- a) Ensure that the lead 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.
- b) Only collect, use or disclose personal information with the consent of the individual student or legal guardian, unless otherwise authorized under PIPA.
- c) On or before collecting personal information, disclose to the individual student verbally or in writing the purposes for the collection of personal information.
- d) 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.
- e) Secure Student Records and Student Files with access within the school authority restricted to those individuals who, by the nature of their work, are required to have access to the information.
- f) 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.
- g) 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.
- h) Inform parents that concerns, complaints and questions about personal information handling policies and practices of the school authority may be directed to the school's Administration by calling the school office.

2) Definitions and Student Record Components

- a) Elements of the Student Record:
 - i) The Permanent Student Record (PSR), as defined in the Students Records Order (I 1/07):
 - (1) Form 1704, PSB 048 (revised 1997) completed according to the Permanent Student Record Instructions that are effective at the time of completion; and
 - (2) Student Progress Reports for the two most recent years or an official transcript of grades;
 - ii) All documents listed as inclusions on Form 1704 (see 2b below);
 - iii) King David Residency Status form, verifying the information about the student's parent or guardian in respect of students eligible for funding (see Appendix I);
 - iv) A copy of the student's current Student Learning Plan, if any; and
 - v) A copy of the student's current Individual Education Plan (IEP), if any.
- b) Permanent Student Record (Form 1704) Inclusions

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:

- i) 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;
- ii) Court orders as indicated by the legal alert checkbox;
- iii) Other legal documents, e.g. name change or immigration document;
- iv) Support services information (e.g. psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities)
- v) Current IEP and/or Case Management Plan (CMP) where applicable; and
- vi) 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:

- i) Records of information which an educator deems relevant and important to the educational program of the student;
- ii) Award information; and
- iii) 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 (see section 2c, viii below).

c) Student File

Additional items must (see i below) or may (see ii – viii below) be included in the school's student records as part of the Student File. These items include:

- i) Student eligibility information (required):
 - (1) Legal name of child – verify the original and file a photocopy or scanned copy of birth certificate or similar legitimate identification document;
 - (2) Official name(s) of parent(s) or guardian(s) with home and work contact information; and
 - (3) Verification that parent/guardian is legally admitted to Canada and a resident of BC (see Appendix I, King David Residency Status Form, used to collect this information);
- ii) Care Card number;
- iii) Emergency contact numbers;
- iv) Doctor's name and contact information;
- v) Previous Student Progress Reports (other than the two most recent years required in the PSR);
- vi) Serious discipline reports (e.g. copies of letters to parents/guardians regarding discipline matters and corrective actions taken);
- vii) Reports of important meetings/discussions relating to the student; and
- viii) 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 (see section 2b above).

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

- i) Psychiatric reports;
- ii) Family assessments;

- iii) Referrals to or reports from school arranged counselling services; or
- iv) 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.

3) Procedures

- a) The lead administrator or designate will be responsible for:
 - i) Updating the PSR Form 1704 as information changes and the student progresses through the system;
 - ii) 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 (https://) 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
 - iii) Ensuring that the school authority takes necessary precautions to safeguard against deprecated or obsolete forms of storage. The electronic storage of PSRs and other personal information requires the school authority to have an adequate backup plan and recovery strategy for potential hardware failure and database corruption.

- b) Student Record and Student File Retention:
 - i) Student Records – Active Students
 - (1) Student Records are locked in fireproof cabinets. 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.
 - (2) The school authority 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.
 - (3) 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 – see section 2b above.*

 - ii) Student Records – Inactive Students
 - (1) Unless another school requests a Student Record (see section 6 below), the school authority archives Student Records for 55 years after a student has withdrawn and not enrolled in another K-12 school, or graduated from the school.
 - (2) 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.
 - (3) The designated records clerk keeps a record of Student Records that are destroyed (shredded) after 55 years.

 - iii) Student Files – Active Students
 - (1) 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.
 - (2) The school authority 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.
 - (3) 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.

iv) Student Files – Inactive Students

- (1) The school authority archives Student Records for 55 years after the student has withdrawn and not enrolled in another K-12 school, or graduated from the school.
- (2) 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.
- (3) The lead administrator or designate is responsible for determining the relevancy of the contents in Student Records before being archived.

c) Currency of Student Records

Student eligibility information (see Appendix I) will be updated during student enrolment 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.

d) 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.

e) 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 defined in section 2d of this policy.

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 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 only be stored where the lead administrator or designate can access them.

4) Use of Student Personal Information

The school authority 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:

- a) 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 school authority.
- b) To enable the authority to operate its administrative function, including payment of fees and maintenance of ancillary school programs such as parent voluntary groups and fundraising activities.
- c) 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.

5) Access to and Disclosure of Student Records

- a) A student (capable of exercising PIPA rights) and a parent/legal guardian of a student is permitted (unless restricted by a court order) to:
 - i) Examine the Student Record and Student File kept by a school authority pertaining to that student, while accompanied by the lead administrator or designate to interpret the records; and
 - ii) Receive a copy of any student record upon request. The school authority reserves the right to recover the direct cost of copying records.
 - iii) 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.
- b) Access to a Student Record or Student File will only be granted, upon assurance of confidentiality (with consent), to professionals who are planning for or delivering education, health, social or other support services to that student. Consent will be obtained in writing, listing the name and date of birth of the student, the name and signature of the parent/guardian, and the date of the request.
- c) 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 authority reserves the right to assess a reasonable fee for transcript requests.
- d) In the case of a request for personal student information from separated or divorced parents, the school authority 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 will be consulted for a recommendation.

6) Transfer of Student Records

- a) 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 authority 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 authority will retain a copy of the PSR, indicating the school where the records have been sent and the date of the student record transfer.
- b) If the requesting institution is outside British Columbia, 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).
- c) 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 authority. The

- original PSR must be retained by the public school
- d) The school authority will only transfer sensitive, confidential information (e.g. psychiatric assessments) after dated and signed parent/guardian consent has been obtained
 - e) The school authority 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
 - f) 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 authority reserves the right to assess a fee for this service
 - g) 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.

List of Appendices

- 1) **Appendix 1:** Admissions form – Status of Parent/Student (Part of King David Enrolment Package)
(See page 30)
- 2) **Appendix 2:** Links to information on Student Record legislation:
 - a) [PIPA](#)
 - b) [Independent School Act \[RSBC 1996\] Chapter 216](#)
 - c) [Independent School Regulation](#)
 - d) Student Records Order: <http://www.bced.gov.bc.ca/legislation/schoollaw/ki1-07.pdf>
- 3) **Appendix 3:** Links to Student Record Policy:
- 4) [Student Records – Requirements and Best Practice Guidelines for Independent Schools, June 2012](#)
- 5) **Appendix 4:** Link to the Child, Family and Community Service Act:
http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96046_01

Residency Status

Name of Student: _____

Legal Residency of Parent:

I. I am (please X one):

- A Canadian citizen (if not born in Canada, please attach photocopy of citizenship paper/card)
- A landed immigrant (attach photocopy of landed immigrant status paper)

2. Lawfully admitted to Canada under one of the following documents (please mark the appropriate box below and attach photocopy of document):

- Admission as a refugee claimant or claiming refugee status with a letter of no objection
- Student authorization (student visa) for two or more years (or issued for one year but anticipated to be renewed for one or more additional years)
- Employment authorization (working permit) for two or more years (or issued for one year but anticipated to be renewed for one or more additional years)
- A person carrying out official duties as a diplomatic or consular official (with a foreign representative acceptance counter foil in his/her passport)
- Other - document description: (must be cleared with Immigration Canada)

Legal Residency of Student:

I. Please check one as it refers to your child:

- A Canadian citizen (if not born in Canada, please attach a photocopy of citizenship paper/card)
- Landed Immigrant (attach photocopy of Landed Immigrant status paper).
- Student authorization (student visa) for two or more years;
(or issued for one year but anticipated to be renewed for one or more additional years)

Signature of Parent/Guardian 1

Date

Signature of Parent/Guardian 2

Date

King David Anaphylaxis Policy

King David High School has safety protocols in place for responding to students experiencing a severe allergic reaction. These protocols are developed, maintained and reviewed in accordance with recommendations from the Canadian Society of Allergy and Clinical Immunology and Vancouver Coastal Health. These include:

- A school-wide Anaphylaxis Emergency Plan
- Staff education, awareness and training in administering epinephrine

Controlling allergens in a high school setting is difficult to achieve. Students can leave campus during lunch, bring outside food to campus and students are free to share food. Therefore, King David does not guarantee an allergen-free environment.

It is the expectation of King David that all students who have the potential for a severe allergic reaction that would require epinephrine, carry with them their own EpiPen or similar device. As a precaution, the potentially anaphylactic individual should supply the school with an extra epinephrine auto-injector in case of an emergency.

Students participating in overnight school trips or off-campus learning experiences (field trips, PE classes off campus) must have with them an epinephrine auto-injector.

The school has on site, two EpiPens, one on each floor to administer in an emergency.

In general, King David's emergency protocol is to follow these five steps:

1. Give epinephrine auto-injector (e.g. EpiPen) at first sign of a known or suspected anaphylactic reaction.
2. Call 911.
3. Give a second dose of epinephrine in 5 to 15 minutes if the reaction continues or worsens.
4. Go to nearest hospital (via ambulance), even if symptoms are mild or have stopped.
5. Call parents or designated emergency contactperson.

King David Course Audit Policy

A course audit allows a Grade 12 student to enroll in a course without having that course appear on his or her report card or final transcript. Students may wish to audit a course in order to learn the material and content without worrying about whether their marks in the course will negatively affect their overall average. In order to audit a course, a student must:

- Attend all classes for that course
- Complete all work and assessments in the course
- Have the approval of the course teacher and an administrator
- Have formally enrolled in the course for Term I

A course audit will count towards a student's overall course count. If a student does not meet the work and attendance expectations of a course audit he/she may be withdrawn and asked to enroll in another King David course.

King David School Completion Policy

King David High School strives to meet the needs of all students, which includes supporting students with special needs who may not meet the course/learning requirements for graduation according to the Ministry of Education 2004 graduation program. Students in this instance are working toward individualized outcomes or goals in an Individual Learning Plan (IEP) rather than the outcomes of the curriculum in a course(s).

In this case, King David will provide an education program in keeping with Ministry guidelines which stipulate the following:

Where a student with special needs is expected to achieve or surpass the learning outcomes, performance scales, letter grades and regular reporting procedures will be used to indicate progress. However, instructional and assessment methods for some students with special needs may differ, and this will be reflected in their Individual Education Plans (IEPs).

Where it is determined that a student with special needs is not capable of achieving the learning outcomes of provincial or Board Authority Authorized curriculum, and substantial course or program modification is necessary, specific individual goals and objectives will be established for the student in his or her IEP. Performance scales, letter grades, and structured written comments may be used to report the level of the student's success in achieving these modified goals and objectives.

It may not be appropriate to provide letter grades to all students (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged). This decision is best made by the school-based team.

If students receive letter grades for the courses in which they are enrolled, then a School Completion Certificate AND a transcript can be produced. If no letter grades are assigned then only a School Completion Certificate is available.

Taken from:

Reporting Student Progress: Policy and Practice:

http://www.bced.gov.bc.ca/classroom_assessment/09_report_student_prog.pdf

King David Distance Learning Policy

King David students are encouraged to find ways to personalize their learning and seek ways to follow their passions and interests. One way to achieve this is to supplement their learning here at school with distance learning opportunities, which may include taking courses from other school districts, programs or online education providers. Distance learning offers our student's opportunities to take courses offered throughout the province that we do not offer at our school. A distance learning course will count toward a student's overall course total. Distance learning opportunities are typically open to students in Grades 10, 11 and 12.

Students may enroll in a distance learning course if:

- King David does not offer the course
- A course conflicts with another on a student's timetable

Students may not be permitted to enroll in a distance learning course if the course in which they wish to take is offered at the school and works within their timetable. In most instances, students will be given a block of time in their schedule for a distance learning course. It is expected that students will complete their distance learning course within a school year. Students taking a Grade 12 course through distance learning, who are planning to use the course to apply to post-secondary schools, should check with a counsellor to determine a finish date for the course.

Enrolling in a distance learning course involves an element of self-discipline and time management. While the school will monitor students' progress in their chosen courses and offer support in addition to their distance learning teacher, it is up to the students to ensure they are completing their course work regularly. Students who do not show regular progress in their course may be asked to replace that course with a school-based course.

For students who wish to take an online course in the summer, we do understand the need to create a course load each year that is manageable, and for some students this may include completing a course over the summer.

As a school, we firmly believe students have the best opportunity for success in a classroom with a supportive teacher. This is especially true for courses that students may use as part of their post-secondary applications. Therefore, we consider taking a course over the summer as a way to complete work before the next school year and not as a means to replace the course in the student's timetable.

For students who take an academic course online, over the summer, the school requires the following:

1. The student must complete 80 percent of the summer course before the first day of school in September
2. If the student is using the course for post-secondary applications, the entire course must be completed by the last school day in December
3. The student must obtain a separate transcript from the online school for the purposes of post-secondary applications. The school will not add an interim grade for an online course to the King David transcript.

Should the student not meet requirement one above, they may be asked to enroll in the course with the school or they may not be given room in their timetable to complete the course.

If you have any questions, please feel free to contact a member of our counselling team.

Water Testing Policy

Rationale for Testing Lead in Drinking Water

- BC government policy requires all schools in the province to test the lead content in drinking water.
- Student health and safety is a key concern for King David High School. This policy provides minimum requirements for testing lead content in drinking water in our school facility, reporting of the results, and implementing mitigation strategies to eliminate or reduce any risks to students and staff.

King David Policy

- King David High School is required to test for lead content in drinking water.
- If sample results reveal lead levels exceeding 0.010 mg/L, King David, in consultation with the local Health Authority, will undertake mitigation strategies.
- Mitigation strategies could include water flushing regimes, filter installations, plumbing upgrades, or deactivation of water sources with supplemental signage.
- King David will work with the local Health Authority to conduct testing procedures every three years, which ensures compliance with Ministry of Education expectations.

If testing finds lead levels exceed concentration of 0.010 mg/L (based on maximum allowable concentration- [Guidelines for Canadian Drinking Water Quality](#) by Health Canada), King David must:

- Inform the Independent Schools branch,
- Work with the appropriate Health Authority,
- Communicate results of the testing and mitigation strategies with parents, students and staff.
- In consultation with the appropriate Health Authority, undertake mitigation strategies which may include:
 - Flushing Regimes
 - Deactivation of water sources and supplemental signage
 - Installation of Filtration Systems
 - Plumbing Upgrades
 - The provision of bottled water for drinking
 - Or other steps that result in reducing the exposure to lead to acceptable levels

King David Substance Use Policy

Purpose

King David High School is committed to the health and safety of its students and anyone attending at the School. The School recognizes that the use of drugs, tobacco, vapour products, alcohol, certain medications, and impairment generally can have serious effects on students and the learning environment. Accordingly, the School is committed to preventing substance use and impairment on School property, at all times during school hours, or in ways that interfere with the general welfare of students, the learning environment, or that reflect negatively on the school and its values, even if this behaviour occurs off school property and at any time including evenings, weekends, or school holidays.

Scope

This Policy applies to all students of the School.

The Policy

The School strictly prohibits students from possessing, manufacturing, offering for sale, selling, distributing, consuming, using or being impaired by drugs, tobacco, vapour products, or alcohol during school hours, whether on or off School property.

Students breaching this policy may be subject to discipline in accordance with School policies.

Special Situations

A. Medication

Where a student is required to use medication (including but not limited to medical cannabis) pursuant to a valid prescription and in accordance with a physician's directions, at a time, whether on or off of School property, that could cause them to be impaired during school hours, the student's parent/guardian is required to adhere to the following:

- the student's parent/guardian must notify a School Administrator, prior to the student using the medication and attending school impaired, or using the medication at school, to permit a determination of whether the use of that medication can be accommodated; and
- the student's parent/guardian must provide medical confirmation authorizing the student's use of the medication in order for the School to consider a request for accommodation. Any medical license or prescription relied on for the use of medical cannabis must be issued in accordance with the applicable statutory requirements.

If a student uses medication in breach of this Policy, without the parent/guardian first disclosing the student's need to use such medication to a School Administrator, the student may be subject to discipline in accordance with School policies.

B. Addiction or Substance Use Disorder

The School understands that certain individuals may develop an addiction or substance use disorder related to their use or consumption of drugs or alcohol, and that this may be defined as a disability.

Where a student has or suspects they may have an addiction or substance use disorder, and where that addiction or substance use disorder does not render them unable to do so, the student or their parent/guardian is required to notify a School Administrator prior to the student using drugs or alcohol during school hours, whether on or off of School property, and prior to their attending school impaired.

Where a student discloses an addiction or substance use disorder prior to breaching this Policy, the School will take reasonable steps to assist them in their recovery. No student who discloses an addiction or substance use disorder prior to breaching this Policy will be disciplined because of the student's disclosure or their involvement in a rehabilitation effort.

If a student uses drugs or alcohol in breach of this Policy without first disclosing their circumstances to a School Administrator, they may be subject to discipline in accordance with School policies.

C. Accommodation

Where a student discloses their use of medication that could cause them to be impaired during school hours, or discloses an addiction or substance use disorder in accordance with this Policy, the School will work with that individual to determine what, if any, accommodation could reasonably be provided to that individual.

The provision of reasonable accommodation to persons with disabilities related to the use of medication that could cause them to be impaired, or to persons with an addiction or substance use disorder, requires cooperation and collaboration between the student requesting the accommodation and the School. Students requesting accommodation have a duty to facilitate a reasonable accommodation offered by the School.

Definitions

Drug(s): includes but is not limited to any substance which affects a person's physical or mental capacity or functioning, which causes a marked change in consciousness, or which has a physiological effect when ingested or otherwise introduced into the body, and includes both legal and illegal forms of such substances, but does not include medications taken pursuant to a valid prescription, and in accordance with a physician's directions.

Impaired or Impairment: a deterioration or diminishment of an individual's physiological ability, functioning, judgment, or condition, and includes but is not limited to being unable to function as that individual does under normal or usual conditions, or safely because of intoxication by any substance.

School Hours: means the hours of the day when the School is open to students whether or not classes are in session, or any time a student is away from the School on a School organized trip, including but not limited to times when a student is not actively participating in activities or pursuits organized by the School but is otherwise away from their normal residence due to their involvement in the School organized trip.

School Property: includes but is not limited to all real or personal property, facilities, land, buildings, parking lots, equipment, and vehicles, whether owned, leased or used by the School and wherever located.

Substance Use Disorder: means a condition in which the recurrent use of alcohol, drugs, medication, or any other substance causes impairment of daily life, such as health problems, disability, and failure to meet responsibilities at work, school, or home, and includes the conditions classified as substance use disorders in the Diagnostic And Statistical Manual Of Mental Disorders, Fifth Edition, as amended.

Tobacco: means tobacco leaves or products produced from tobacco in any form or for any use.

Vapour Products: means a solid, liquid or gas that, on being heated, produces a vapour for use in an e-cigarette, regardless of whether the solid, liquid or gas contains nicotine.

Cash Payment Policy

Purpose of this Policy

The purpose of this policy is to mitigate the risks associated with accepting cash as payment for tuition and other related fees, goods, and services or donations, 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 the employees of the business and development offices of King David High School (the "School"). Any other employees of the school are not permitted to accept or process payment transactions.

The Policy

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

Procedures

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

- cheque
- pre-authorized debit
- credit card
- wire transfer
- online banking payment
- cash (up to a maximum amount of \$1,500.00).

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 \$1,500.00 in a single transaction** for any purpose. Additionally, any cash payment in excess of \$500.00 will require the School to verify the identity of the individual making the payment and the source of the payment. All parents and guardians should be encouraged to pay tuition, deposits, and supplemental fees through an alternative payment method such as those listed above.

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

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

Verification Steps

Before entering into any transaction with a person which involves the payment of cash in excess of \$500.00, the School needs to take reasonable steps to ascertain and verify the identity of that person and the source of the cash.

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

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

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.

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 Business Manager.

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

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 a 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 an 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 they consider 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 \$500.00, 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 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 monthly basis, providing amounts are minimal.
- 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 Head of School and the Business Manager.

Review

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

Transportation Policy

It is the policy of King David High School to provide transportation to students in a manner that will protect their safety. This policy is to inform students and parents and bus drivers of the rules and regulations of school bus transportation at King David High School. This policy must be adhered to for the safety of our students.

King David has two school vehicles used for transportation needs:

- A yellow school bus
- A 14-passenger van
 - All school personnel who drive students in our van must have a Class 4 license

King David Provides transportation on our school bus:

- Daily, to and from school, for students who live in Richmond
 - A complete list of bus stops is outlined on the Richmond Bus permission/payment form
 - Students on the Richmond bus are supervised by the bus driver
- When available, to field trips, sports competitions and other off-campus learning opportunities
 - Only with written permission of a parent
 - Either on our school bus or in our 14-passenger van
- Students may also be driven to school-related events, off-campus with teachers or parent volunteers in their private vehicles
 - Only with permission of a parent

Code of Conduct

- Students must be respectful to the driver and their fellow passengers.
- Students must arrive at the stop 5 minutes early.
- Respect the property of others while waiting at the bus stop.
- Students must sit down when on the bus and stay seated until their destination.
- Students must keep voices at a volume low enough that the driver can hear anyone who needs to attract attention in a real emergency.
- The aisles must be kept clear at all times.
- Students must not throw anything out the windows or lean out of the windows.
- Students are to refrain from eating on the morning and afternoon bus.
- All liquids should be in sealed containers.
- Students must clean up after themselves and remove all belongings when departing the bus.

Safety Drills

At the beginning of the year, regular Richmond passengers and PHE students will participate in a school bus evacuation to practice exiting the vehicle in the event of an emergency.

Vehicle Maintenance

Both school vehicles, the passenger van and yellow school bus, are maintained regularly and serviced according to provincial stipulations.

Field Trip Policy

As part of its programming, King David High School seeks to provide experiential learning opportunities for our students off campus. On all field trips outside our facility, the school maintains the same responsibility for student safety and all policies and expectations for student behaviour outlined in our school's code of conduct apply, even if the field trip takes place outside of regular school hours.

In order for a student to participate in any off-campus field trip, the school must secure written parental consent on the permission letter for each student. The parent must be provided with all relevant information about the field trip and should be given an opportunity to ask questions or seek clarification. Participation in any field trip is optional and support may be provided by the school for any experience in which cost may prevent a student's participation.

To best ensure the safety and well-being of our students on field trips, including day outings, overnight, and extended travel trips, the school has in place the following protocols and procedures.

Field Trip Check List and Safety Protocols

Teachers (trip supervisors) taking students on experiential trips off school grounds should ensure the following items have been completed prior to departure on the day of the field trip. All required information is available/obtainable through our school management system, PCR. Teachers who require assistance assembling required information below can get help from the front office staff.

- Sufficient notice (email) has been given to all staff (ideally 3-weeks' notice) regarding students attending/missing classes
- Teacher has referred to most up to date travel advisories from Government Canada
- Transportation has been arranged according to school policies
- Adult to student ratio is appropriate (1:15 for day trip, 1:8 for overnight trip)
- All students have submitted a signed permission form (no emails or verbal confirmation)
- Teacher has means of contacting school or administrators other than main school land line (e.g., administrator cell number, secretary cell number)
- Teacher has information regarding any students with severe medical needs to take with them on trip
- Teacher has information pertaining to any legal alerts pertaining to participating students
- Teacher has list of parent contact numbers for each student attending
- Updated weather and road conditions checked (if applicable)
- Attendance has been taken prior to departure (teacher has means to confirm attendance at any point in the field trip)
- Teacher has provided school office with list of students attending and students who are absent
- School office has contact information (e.g. cell phone number) of all staff or adult volunteers supervising trip
- School office has contact information and address of field trip destination/venue (if applicable)
- Emergency plan is in place to deal with injured/lost/stranded participant
- Students have training/information specific to the needs of the trip (E.g., Outdoor Ed trip)
- Teacher has first aid kit
- Other relevant information unique to the particular trip

Emergency Field Trip Procedures

At any time during the school day, or as part of the various programs offered by the school, King David and its teachers and staff are responsible for student safety and well-being. This responsibility is equally important during school field and overnight trips. King David staff and volunteers play an important role in ensuring student safety. Prior to leaving for a field trip, all students should be instructed on the planned itinerary, expectations, and what to do in the event of an emergency.

The underlying principle in any emergency response is to ensure the psychological and physical safety of every student. It is important to note that the steps outlined below for various scenarios may take place in a different order. These procedures serve as a guide for initiating an emergency response.

Lost Students

Prior to departure, or upon arrival at the field trip destination, students should be instructed on what to do if separated from the group (this may include a designated meeting location, staff cell phone number). The teacher should ensure attendance is taken prior to any venue change or departure to leave from, or return to, school. In the event a student is separated from the group/staff supervisor, the staff member should attempt to contact the student directly (phone, text, public address system etc.) and/or return to designated meeting location. If a student is not located within a reasonable period of time, assistance should be sought (venue staff, law enforcement). In the event a student is not located, the staff member must contact the school and speak with an administrator.

Student Injury/Illness/Anaphylaxis Reaction

If a student is injured or becomes ill during a field trip, staff/adult supervisors should:

- Attempt to provide first aid/treatment
- Determine if assistance needed/call 911
- Contact parent (Note: a student cannot be dismissed/released from a field trip without confirmation from a parent. If a parent cannot be reached, the student must accompany the group back to school)
- If on an overnight trip, staff/adult supervisor must make arrangements with parents for transportation home
- If there is only one staff member on a field trip, the student can be sent to hospital via ambulance unaccompanied (parents/school must be notified)

Bus or Transportation Accident

Ensuring students are supervised on all field trips includes transportation to and from the venue. This may include the use of the school bus, school van (Dorothy), public transit or staff and volunteer vehicles. Students taking part in a school field trip must be transported according to all provincial and municipal laws including the use of seat belts and adhering to vehicle capacity. In the event of a vehicular accident (bus/van or staff car), please do the following:

- Call 911 as needed
- Ensure student safety
 - Ensure the scene is safe and all students are accounted for
 - Check for injured students (attempt first aid)
 - Designate a location for students to wait away from traffic/hazards/emergency vehicles
 - Contact school
 - Contact parents of injured students
 - Determine cancellation of trip/return to school or proceed with trip

Emergency at School

Students and staff on a school field trip may be off-campus during an emergency at school (fire, lockdown, Earthquake). In the event of a school-based emergency (fire, Earthquake or lockdown), part of the school emergency response protocol will include contacting members of staff off campus with student groups/classes (this may include field trips or PE classes). Staff will be instructed whether to hold at their current location, return to school, or an alternate plan.

In the event of an Earthquake, staff/adult supervisors should ensure the following:

- Follow all Earthquake procedures at location or venue
- Ensure student safety
 - Ensure the scene is safe and all students are accounted for
 - Check for injured students (attempt first aid)
 - Designate a location for students to wait away from traffic/hazards/emergency vehicles
 - Contact school
 - Contact parents of injured students
- Call 911 as needed
- If communication not possible members of staff/adult supervisors must stay with students until appropriate means of returning to school is possible, or appropriate release of student to parent is possible

Communication

Prior to departure, trip organizers will ensure there is a communication plan in place between the teachers and school. In the event of emergencies or student safety issues during off-site learning experiences (Outdoor Ed trips, trips out of the country, sports events, or local field trips) the trip's supervisors will communicate with the school administration, who will then communicate directly with specific families. This allows the supervisors to maintain student safety, make decisions, and address any related issues on site. Having all communication come directly from the school ensures parents are receiving reliable and timely information. Moreover, the school administration will be better able to implement the school's emergency communications policy, which utilizes (if needed) outside agencies for additional support.

Administering Medications

For extended field trips, parents must ensure their child has appropriate doses and quantities of any required medications (E.g., EpiPens). At a parent's request, school staff will supervise a student in managing their medications. School staff may make the determination to provide a student with everyday medications (E.g., Tylenol, Advil) provided it is not contrary to any instructions or alerts contained in a student's file. Staff may also make a determination to apply required treatment(s) as part of a first aid response.

Emergency Communication Policy

In accordance with Ministry of Education policies, King David High School adheres to all requirements outlined in the Safe and Caring School Communities Policy (SCSCP). This policy is intended to guide independent school authorities in their efforts to create safe and inclusive learning environments and to develop prevention and intervention strategies for addressing worrisome student behaviours such as threats or risks of violence. The complete policy can be accessed [HERE](#).

Section 3 of the SCSCP stipulates that in the event of a student safety incident, the school is able to effectively communicate with its parents, community, and if warranted, the Ministry of Education. In the event of an emergency, safety incident, or natural disaster (e.g. earthquake) the school will send out notification through its regular communication channels (school website, school app, social media, for whole school notification and email and phone for specific parent communication). King David will also seek support, and follow procedures, from the Ministry of Education's Student Safety Communications Protocol, which includes access to outside support for a variety of scenarios.

Outside support could include:

- Critical Incident Response and assistance, staff support, media support from *Safer Schools Together* <https://saferschoolstogether.com/>
- The Ministry of Education
- Local law enforcement and first responders

In the event of emergencies or student safety issues during off-site learning experiences (Outdoor Ed trips, trips out of the country, sports events, or local field trips) the trip's supervisors will communicate with the school administration, who will then communicate directly with specific families. This allows the supervisors to maintain student safety, make decisions, and address any related issues on site. Moreover, having all communication come directly from the school ensures parents are receiving reliable and timely information.