



BCMA SCHOOLS

PARENT & STUDENT HANDBOOK

2025-2026



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Dear Parents, Students and Guardians,

Assalamu Alaikum,

As we begin another school year, I would like to take this opportunity to welcome all our students back, and a special welcome to students who are new to our school. Communication and interaction between students, teachers and parents is vital to a successful year. This Parent and Student Handbook has been carefully prepared for parent and student use. The Handbook is designed to help our families understand the expectations set by BCMA Schools.

One of school's most important priorities is to develop the individual's learning and intellectual skills through generating integration between the Islamic curriculum and the program of studies prescribed by the British Columbia Ministry of Education. This can be achieved through our ABC School Model:

Achievement: to foster students' high achievements in all areas of knowledge and skills. We foster superior expectations for all students. Thus, the teachers, and administration are focusing on teaching which will lead to dramatic improvement in the students' performance.

Parents are strongly urged to nurture their children's high achievements by providing them with support, care, and encouragement which is essential to their academic success.

Building Character: Knowledge can be of no benefit if not directed by constructive principles and transmitted through productive actions. Thus, proper behavior is constantly promoted to maintain a safe and caring learning environment. In our disciplinary approach, we use reminders; encourage making better choices, discussion, problem solving, counseling, and if needed, practical consequences. We spend a great deal of time encouraging the children to work out social conflicts verbally (i.e., use their words), to listen to each other, to encourage empathy, and to constantly strive for a spirit of harmony and mutual respect.

Celebrating Canadian Muslim Identity: Celebrating and acknowledging our Canadian Muslim Identity is one of our priorities at our schools. We feel that we are an important part of the Canadian Mosaic and that our children will be major contributors to the future of Canada. Students will build a strong Islamic foundation and will contribute to the community throughout their years at our BCMA Schools.

MISSION, PHILOSOPHY, & BELIEFS

Our Vision

To cultivate an environment that facilitates the development of students with a deeply rooted faith, breadth of knowledge, and prudent ingenuity.

Our Mission

We strive to develop an enriched learning community that is dedicated to fostering excellence in Islamic character, academic achievement, and civic engagement.

Beliefs

- ★ All students have the right to equitable access to quality education programs that meet their diverse need.
- ★ Students are entitled to a safe, secure, and caring learning environment where everyone is respected and value.
- ★ Providing an Islamic education and atmosphere develops the whole person.
- ★ Our educational system must provide our society with creative, critical thinkers, and problem solvers, who are well prepared for post-secondary studies, diverse work environments, life-long learning, and global citizenship in a complex, multicultural world.
- ★ All students should challenge themselves to reach their highest potential.
- ★ The success of students is the shared responsibility of students, families, school, community, and government.
- ★ Parents should have opportunities for meaningful involvement in important decisions about their children's education.
- ★ Parents and the public should have access to timely information about the performance and cost of the educational system in which they enroll their children.

Resources and relevant decision-making should be available where education exists.

SCHOOL PRIORITIES

Within an environment of open and clear communication, accountability, and professionalism, BCMA Schools expect all its staff and students to:

1. Demonstrate excellence and continuous improvement in academic, Islamic and Arabic curriculum and in all aspects of teaching and learning.
2. Demonstrate positive leadership and model citizenship in a globalized society.
3. Apply the principles of Islam in everyday life.

Outcomes

1. Our graduates are proud to consider themselves practicing Canadian Muslims who accept belief in the six articles of faith, which includes observing the five pillars of Islam. In addition to being conscious of Allah's presence and act sincerely for His sake, according to the Quran and the Sunnah of Prophet Mohammad (PBUH) and are balanced in their acts of worship while avoiding all forms of extremism.
2. Acquiring good character are fair, honest, respectful, modest, patient, cooperative, etc. Observes Islamic social man

3. **Are intellectually well-rounded:** Acquainted with the basic principles of Islamic belief and objectives of Islamic jurisprudence. Students at BCMA Schools are familiar with Islamic history especially the life of Prophet Mohammad (PBUH) and his companions. Familiar with the ancient and modern history and the geography of the world. Understand and appreciate the multicultural aspects of the global society. Our students are also able to seek and find necessary information when needed, strive to be leaders in their fields, and have up-to-date knowledge and skills in the use and applications of technology as well as the use of critical thinking skills to make informed choices and decisions.
4. **Are self-motivated leaders:** Sets his/her goals high and strives to reach them. Is willing to take risks. Shows commitment to life-long learning. Possesses an attitude of success, i.e., persistence; and views a setback as a problem-solving learning opportunity.
5. **Are self-disciplined:** Behaves in a mature and responsible manner that reflects positively on him/her. Meets his/her obligations and takes responsibility for his/her decisions and actions. Has the ability to reject immediate satisfaction for something better and lawful with more positive long-term consequences.
6. **Are organized in their affairs:** Realizes the importance of proper time management. Set their priorities and fulfills tasks and does assignments on time. Uses his/her time constructively to acquire useful knowledge, develop his/her skills, strengthen family ties, and support his/her community.
7. **Are physically healthy:** Abides by Islamic teachings on eating, drinking, and sleeping to protect his/her body from diseases and illnesses. Maintains a healthy and active lifestyle. Maintains cleanliness and proper hygiene. Always takes the proper safety and security measures.
8. **Are beneficial to others:** Takes pride in being Canadian Muslims. This is characterized by being active, energetic, and skilled in public and community service. Views power and authority as a responsibility, not a privilege. Thinks of his or herself as a steward and protector of Earth's environment. They continuously give charity for good causes and help those who are less fortunate.

Students Rights and Responsibilities

Students Have the Right to:

- Be treated with respect, dignity, and fairness by other students and staff, learn without being interrupted by others.
- Be provided with a learning environment that is free
 - from physical, emotional, and social abuse
- In the event a student breaches the expected good behavior and before any serious disciplinary action is taken by the Administration, the student and his/her parent or guardian will be given the opportunity to offer an explanation.
- Express their opinions in a socially acceptable manner.
- Say NO to those who wish to coerce them into doing or saying things they know are against school rules.
- General Expectations

The school expects the following from the students:

- Be respectful and courteous to each other and to the school personnel.
- Respect the class time and schedule.
- Bring all the necessary supplies and homework assignments.
- Follow classroom expectations and guidelines.
- Be honest and truthful.
- Be tolerant of diversity and differences of opinion.
- Avoid using any form of violence or offensive language.
- Bring healthy food and beverages to the school every day.
- Keep the school clean and tidy.
- Respect and protect the school property.
- Move in a safe manner inside the school.
- Behave with good conduct in school, on school grounds, on the bus, and during school activities in and out of school.
- Cooperate fully with everyone authorized by the BCMA Schools Board of Education to provide education programs and other services.
- Comply with the rules of the school and be accountable to teachers for his/her conduct.

CODE OF CONDUCT

In keeping with our commitment to the establishment of a safe, positive, challenging, and inclusive learning environment at BCMA Schools, our Code of Conduct outlines the expectations for the behavior of all our students. The schools Code of Conduct apply at school, on the bus, and when classes are participating in out-of-school activities.

Students, staff and visitors have the right to a safe school environment and freedom from intimidation, harassment and threat. Physical, verbal, sexual or psychological abuse; bullying; discrimination on the basis of race, religion, gender, language, disability or any other attribute is unacceptable.

At BCMA Schools, through partnerships between home, school, teachers, and students, we work together to prepare our children for their future.

Our students are expected:

To Be Learners	To Be Responsible	To Be Respectful
• Always do your best • Be punctual • Be prepared for class • Be organized • Start your work promptly • Complete all assignments carefully and neatly and follow timelines for assignments • Be a good listener and take turns • Participate • Take care of yourself and belongings	• Act responsibly and be accountable • Follow through on commitments • Cooperate and follow school rules • Obey school boundaries and remain on school grounds at all times • Behave in a responsible manner when on field trips, excursions, sports competitions as representatives of the school • Wear school uniform • Set a good example by being a positive role model • Dress appropriately for weather and activities	• Respect yourself • Show respect for others • Be honest and truthful • Use appropriate language • Use good manners • Share and care • Be polite, honest and fair • Refrain from inappropriate touching or gestures • Respect others and their belongings at all times • Show kindness and include everyone • Play fair • Do the right thing, even when it's difficult

At BCMA Schools, progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

The staff at BCMA Schools do their best to create a harmonious and stimulating environment conducive to learning. Some examples of strategies used to create a positive school climate are: Character development; Citizenship development; Student leadership; Student engagement opportunities; Environmental awareness and stewardship, School assemblies, Curriculum connections, Anti-bullying and Positive behaviour programs. In dealing with students' misbehaviours, we use a range of interventions and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance. It is a dynamic of unhealthy interaction that can take many forms. It

can be physical (e.g. hitting, pushing, tripping), verbal (e.g. name calling, mocking) or social (e.g. excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology. Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate. Consequences must be meaningful to the student and result in a positive change in behaviour. Our aim is to redirect the student's inappropriate actions and foster a sense of respect and co-operation. When a student does not follow the School Code of Conduct, the supervising staff will discuss natural and logical consequences. Serious situations are reported to the office.

The Code of Behaviour establishes a link between unacceptable behaviour and clear, fair, and consistent consequences for students. Consequences for not following the code will involve strategies such as:

1. Advise student(s) of inappropriate behaviour
2. Counsel student(s), which may include:
 - a warning and/or reprimand
 - an apology to the person or persons affected by the misbehaviour
 - practising correction of the offence
 - loss of certain privileges
 - exclusion from class or activity
 - restitution, repair or replacement
 - classroom teacher involvement
 - administrative involvement
 - parental involvement
 - involvement of the Regional Police Force

Inform parents of serious or repeated offences

Referral to Special Services or other agency

Suspension or expulsion as per the policies and procedures of the BCMA Schools

Weapons

No person on school property or attending a school-sponsored event shall have in their possession a dangerous instrument or weapon. Toy guns and toys weapons are not permitted.

Cell Phones & Other Valuable Personal

Students are advised not to bring valuable items to school or to leave items unattended in washrooms or classrooms. The school is not responsible for loss or damage to students' personal property. Personal electronic devices ("PEDs") such as: cameras, cell phones, MP3 players, game boys, DS, IPODS, etc. are not to be used on school property and field trips. If such items are brought to school, they must always remain in students' backpacks. Students who need to use a phone should go to the school office.

Right of Parents

As Stakeholders, parents and guardians have a right to:

- Receive and offer information about their children's education.
- Be respected and recognized as a major influence in a child's development.

- Have their voices heard and be able to express themselves in a socially acceptable manner on matters of school policy.
- Meet with school personnel at a mutually convenient pre-arranged time.
- Feel welcome at school.
- Have access to curriculum information.
- Leave their children in a supportive school environment where consistent. "Codes of Behavior" are expected and enforced.

Responsibilities of Parents and Guardians

BCMA Schools expects the following from all parents and guardians:

- Check the school App and or your E-mail regularly for homework, reminders, and important announcements.
- Be responsible for making sure the children are well rested before bringing them to school; young children need between 8 to 10 hours of sleep each night.
- Provide children with a healthy breakfast prior to sending them to school.
- Children who eat a nutritious breakfast perform better at school
- Make sure that their children are brought to school on time and picked up on time.
- Always look through their children's bags when they come home from school each day to be informed about any assignments for the day, announcements, or notes.
- Show support for the school by participating in school functions and events.
- Read and understand all the school rules and regulations, including those rules outlined in this handbook
- Inform the school office prior to picking up your child for early dismissals by 2:30 pm at the latest.
- Inform the school office whenever the family changes their addresses, email, and phone numbers, as well as when any other important information about your children changes.

Please Note: The school reserves the right to de-register any family due to unacceptable conduct with any staff member, students, and other parents. As well as those who fail to pay the school fees. Examples of unacceptable conduct include but are not limited to harassment and non-compliance of school rules.



BCMA SCHOOLS



CORE SCHOOL VALUES



ADMISSION REQUIREMENTS

New Students

We accept students on a space-available basis both at the beginning of each new school year, and on a rolling-admissions basis during the school year.

Returning Students

The suitability of every child's continuance at the school will be assessed each year. Current students will be assessed continually throughout the school year and ongoing interactive communication about progress will be shared with the parents and, when appropriate, with the students themselves.

If the school feels that the child's best interests are not being met, the parents will be informed no later than May 15th. For certain students with exceptionalities, we may recommend testing and certain accommodations, which we will supply in-house wherever possible. We may also refer students to public schools when we cannot meet or support the child's learning needs. If such a recommendation is presented to the family, the administration will work closely with the parents to assist them with finding accommodations, assistive technology, or a more suitable placement for their child.

Changes to Student Admissions and Bus Services

Any request for cancellation of bus services and student admissions must be submitted in writing. Any approved requests will be effective the next month unless notified otherwise by the school.

SCHOOL UNIFORMS AND APPEARANCE OF STUDENTS

All students are encouraged to feel pride in being members of BCMA Schools. Our uniform ensures that students are neatly and sensibly dressed, and that competition and extremes of fashion are avoided. Appropriate dress is expected of all students and good grooming is equally important. All members of staff have been asked to review and enforce the school's uniform policy. Parents will be contacted if the uniform worn by the student is incomplete or inappropriate. Students are not permitted to change out of their school uniform at the end of the day unless they have permission from the school administration due to special circumstances. Students dressed inappropriately will be asked to change promptly into a school uniform or will be sent home immediately.

Grades KG - 7	
Boys	Girls
White, long-sleeved button-up shirt	White long-sleeved blouse
Dark blue dress pants (no jeans/ sweatpants)	Dark blue modest tunic
White undershirt	Dark Blue loose-fitting semiformal pants (no jeans/sweatpants)
Dark blue sweater	White Hijab / Scarf (Gr. 4 and up)
	Dark blue sweater

Grades 8 & 9	
Boys	Girls
White, long-sleeved button-up shirt	Long black Abaya
Black dress pants (no jeans/ sweatpants)	White Hijab / Scarf
- White undershirt - Black sweater	

Purchasing a Uniform

Each item of clothing must be marked with the student's name on a conspicuous inward facing seam or hem line. The student's name should not be visible when the item is worn. It is wise to use a laundry pen or specifically manufactured iron-on labels. Do not use ink pens, as they will run and smear in the wash. We do have an informal "Lost & found" area; however, checking for lost items is the child's responsibility (not the teacher's or the parent's). The school will not be responsible for lost clothing.

ARRIVAL AND DEPARTURE

We are concerned about safety when students are being dropped-off and picked up by parents. To minimize the dangers and hazards as much as possible, parents are asked to abide by the list provided below.

Morning Drop-Off

Parents are to drop off their children by 7:55 am. Access to the building is not available to students before 7:55 a.m. unless a prior arrangement has been made with the school office, or there is a planned, pre-arranged school activity under the direct supervision of a teacher. Leaving your child at the school before 7:45 a.m. without any contact with the school authority is negligence and the school will not be held accountable for such actions. We are not responsible for any student outside of the building before 7:45 a.m.

Afternoon Pick-Up

On Monday through Friday, school ends when the 3:00 p.m. bell rings. Parents are asked to refrain from coming into the building or the classrooms, as it is disruptive to school proceedings. The school front office will be locked at 3:45 p.m. Please ensure that travel arrangements for students are settled and shared with your children in advance.

Only people authorized by the parents IN WRITING can take your child from the school. We are not permitted to release a child to someone other than the parent or guardian with phone permission. Please fill out the form in the office naming all people you wish to allow to pick up your child. In the case of a family separation proceeding or court ordered child custody arrangement, please provide the school with the court order designating custody.

Non-Compliance with School Hours

If a child is repeatedly and routinely left on the premises before and/or after school hours, we are obliged to act, including but not limited to, informing Child and Family Services. The following steps will be taken:

- Step 1: Email to arrange a formal meeting appointment with parents.
- Step 2: Written letter to parents - and a second copy placed in child's file.
- Step 3: Contact Child and Family Services.

Parents are not to use drop-off or pick-up times to engage teachers, administrators, office staff or other parents in conversations concerning student progress. Teachers and the school leadership are always willing to discuss student progress, but at mutually convenient times. Parents are requested to arrange for a formal appointment for such matters.

Attendance

Regular attendance and punctuality on the part of the student is an important component of the learning process and student achievement. All teachers will keep attendance records. Absences and tardiness will be recorded on the report cards. Teachers are required to report excessive tardiness/absences to the principal. Parents may then be required to attend a meeting with the principal to explain these absences.

Tardiness

Parents are asked to send a note in advance or call the school by 7:55 a.m. if their child will arrive at school late. All students arriving after 8:25 a.m. must proceed to the office to receive a late slip prior to entering their classes. If you know of an upcoming lateness (e.g., an appointment), please communicate this to the homeroom teacher and school office in advance.

Absences

Parents are asked to call the school by 7:55 a.m. or send a note in advance if their child is to be absent. To avoid congestion on the phones between 7:55 a.m. and 8:20 a.m., parents are encouraged to leave a voicemail message or email at their earliest convenience in the morning. When making outside appointments, parents are asked to be considerate of the child's school schedule and arrange appointments during non-core instructional time when possible. Parents are to meet their child at the office to sign them out.

Acceptable Excused Absences

The following are the only acceptable criteria for an excused absence:

- Family crisis
- Medical reasons (unavoidable medical appointments and sickness)
- Compassionate reasons (a death/funeral in the family)
- Extended Leave of Absences – School work is provided to the students for the period the student is away. Teachers verify that the work has been completed.

Note: In the above circumstances, parents must communicate with the office staff either by written note, phone call or email.

Extended Leave of Absences

Students are expected to attend school during the entire school year. Similarly, parents are expected to arrange their travel times according to the school calendar. Students who will be out of the school for an extended period and do not meet the criteria for excused absences are considered truant. The school may refuse the re-admission of any student who is absent from school without permission (10 or more consecutive school days). It is the parent's responsibility to make sure that the student is provided with adequate opportunities to acquire and develop all the necessary skills and knowledge in the case of an extended leave of absence from school.

If a student is to be absent from school for an extended period, the principal and teacher should be informed in writing. A minimum of two weeks' notice is expected so that the necessary materials/homework can be collected. It is the student's responsibility to redo the missing tests and hand in all work that has been assigned during the time away from school.

Note: If this extended leave of absence results in a student not meeting the minimal hours of instruction required by the Ministry, parents must compensate the school for any grant loss. To qualify for a full grant, a student must meet the Ministry's minimum attendance of 600 hours by May 15.

WITHDRAWAL FROM SCHOOL

Since we are committed to the teachers' contract for the entire year, penalties exist for withdrawing children from school before the completion of the entire school year cycle. A withdrawal fee of \$200.00 **per family** will be charged. Parent must provide one (1) month notice at the beginning of the month. For example, a notice given on March 15th will not take effect until the last day of April. Parents will have to pay all pertinent fees for the month of April.

Any request for cancellation of bus services and student enrollments must be submitted in writing. Any approved requests will be effective the next month unless notified otherwise by the school.

STUDENT EVALUATION

Report Card

Report cards are issued three (3) times a year. Formal parent/teacher interviews are throughout the year with the minimum being 2 times per school year. Both parents are encouraged to attend, when possible.

Teachers may schedule special conferences to discuss specific issues with parents or guardians. Parents are also welcome to make individual appointments with the teachers of their children, as needed.

Homework Policy

Students can expect homework almost every evening throughout the school year, beginning in Grade one. Support for education must be provided at home and is directly related to a child's success at school; however, homework is for the child to improve skills, not for parents to do their work for them. We expect parents' support by creating a space, providing a quiet environment for the students to work in, providing necessary tools and endorsement for homework time by encouraging students to complete and submit all assignments by the stated deadlines. Suggested homework times are as follow:

It is the responsibility of the student and parent(s) to inform teachers of classes that will be missed. Arrangements will then be made to deal with work that the student will miss. If a student is ill, it is his/her responsibility to make up any missed work upon his/her return. Families are advised not to arrange holidays during the school term as the absence disrupts the child's studies.

Incomplete assignments will be recorded and these form part of a student's academic achievement records. Teachers may also elect to keep students indoors during recess to complete homework assignments, so that each child continues to progress along with his or her class. Should a student consistently choose not to complete homework assignments, his/her continued attendance will be reviewed.

HARASSMENT AND BULLYING PREVENTION PROTOCOLS

The BCMA Schools is committed to creating learning environments that are caring, safe, peaceful, nurturing, positive, respectful and that enable all students to reach their full potential. The BCMA Schools recognize and value diversity within the community; our schools foster and promote inclusivity and acceptance of various cultures throughout the schools.

The BCMA Schools will strive to protect and promote the safety and wellbeing of children, free from fear of harassment (physical, social connectedness, inclusiveness and protection of all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation, or gender identity).

At the beginning of the school year and as required, the Principal will provide education to students, parents and staff on the definition of bullying using the provincial E.R.A.S.E. Bullying resources (<http://www.erasebullying.ca/resources/resources.php>)

"Bullying is a pattern of repeated actions targeted at a person in a deliberate manner, intended to reduce the perceived power that person has over the situation or to harm that person. All acts of bullying have the characteristics of being dehumanizing, intimidating, humiliating, threatening, and evoke fear of physical harm or emotional distress in the person being targeted".

During this education, the Student Discipline Policy and Guidelines will be reviewed, clarifying expected behavior and unacceptable behavior and appropriate consequences.

The schools will engage in daily pro-active strategies, protocols, and training to ensure that all students, employees, and families are equally welcomed and included in all aspects of education and schools' life and treated with respect and dignity. Teachers will create positive classroom environments to lower psychological and physical aggression behaviors that contribute to some students resorting to bullying others.

The schools use the following resources:

- Erase Bullying Resources
- Open Parachute
- FISA Resources
- Zone of Regulation
- Color House Prevention

The BCMA Schools' mitigation and proactive steps to establish a safe and caring environment include activities such as:

- Virtue of the Month Theme
- Anti-Bullying Day
- Black History Month
- Each Child Matter
- Hijab Day and Anti-Islamophobia
- Truth & Reconciliation
- Orange Shirt Day
- Color House Points and Activities
- Students mentorship Program
- Monthly Appreciation Ceremony

Acceptable Behavior

Students are expected to:

- Take care of themselves and take care of each other.
- Learn and incorporate strategies to build belongingness, independence, mastery and generosity within themselves and between and among others.
- Help create and maintain a safe environment.
- Respect classroom charters and school expectations.
- Inform an adult of any incidents involving bullying, harassment or intimidation.
- Engage in purposeful learning activities in a productive manner.
- Not discriminate against others on the basis of the race, religion, colour, ancestry, place of origin, marital status, family status, age, sex, sexual orientation, gender identity or expression, or physical or mental disability.
- Not publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the forementioned basis.

Unacceptable Behavior

Students will not:

- Interfere with the learning of others.
- Physically or verbally harm or threaten people (including the use of technology such as computers, the internet, email, text messaging, or chat rooms).
- Discriminate against another or expose them to contempt or ridicule.
- Create unsafe conditions, including theft or damage of property.
- Engage in acts of bullying, threatening, violent behaviors but not limited to physical and verbal intimidation, harassment, and cyber bullying, occurring at school, at a school-related activity or in other circumstances were engaging in the activity that will have an impact on the school environment.
- Engage in discrimination based on physical illness and/or disability.
- Seek retribution against a person who has reported incidences (possession, use or distribution of illegal or restricted substances, possession, or use of weapons).

All reported bullying will be investigated by the principal or his/her designated in a prompt manner to stop the hurtful behaviors. Parents will be notified and will be expected to work collaboratively with the school to stop the behavior.

Each case shall be judged on its own merit with the punishment befitting the crime. Consequences of bullying infractions will be appropriate to the age and maturity of the individuals involved, the degree of harm done, past patterns of similar behavior and the context of the incidents. (Harassment and Bullying Policy 2 (d). Consequences may range from an in-school suspension to expulsion if the infraction is gravely serious.

Creating Safe and Orderly School Environments

Our approach to making schools safe and accepting involves the whole school. It focuses on:

- collaboratively promoting positive student behaviour through a code of conduct

- building healthy and respectful relationships throughout the whole school community
- preventing inappropriate behaviour through initiatives like bullying prevention programs
- addressing inappropriate behaviour through progressive discipline

Progressive Discipline

The progressive discipline policy means principals can choose from a range of options to help students:

- improve their behaviour.
- learn from their choices.

The goal is to help prevent inappropriate student behaviour from happening again.

When schools use progressive discipline, they take into consideration:

- students' stage of growth and development
- nature and severity of the behaviour
- impact of the behaviour on the school climate

The progressive discipline include:

- a conversation with the student
- a review of expectations for the student's behaviour
- counselling
- an assignment or detention
- suspending or expelling the student from school

Principals will choose an option after looking at individual circumstances and factors such as the student's:

- age
- stage of social development
- special education needs (the interventions, supports and consequences must be consistent with the information in the student's Individual Education Plan)
- history
- the circumstances of the behaviour

Principals will consider ongoing discussions with students and their parents or guardians when choosing an option that will help the student improve their behaviour and make good choices.

How Parents are Involved

Schools actively engage parents in the progressive discipline approach by involving them in ongoing conversations about their children's achievement, well-being and behaviour. When schools and parents are partners, the results include:

- improved student well-being
- reduced absenteeism.
- positive student behaviour
- improved student achievement
- increased confidence among parents in their children's schooling

Serious Cases

In more serious cases, the principals may recommend that the student be suspended or expelled from school. Homework package will be given to students who are suspended in order to allow them to continue their education.

The principal will hold a re-entry meeting with board staff, parents and child. The purpose of the meeting is to make the child's transition back to school successful. At the meeting, parents may identify extra academic or non-

academic supports that their child needs. If the child has been working with a community agency, the agency may also be invited to the re-entry meeting. The re-entry plan will include:

- strategies to help make the child's return to school successful;
- academic and non-academic supports to promote positive behaviour the child may need.

Retaliation

Retaliation against any individual who has been victim to bullying/harassment or who has filed a complaint or is a witness to the complaint or is investigating the complaint shall be itself an incident of harassment and may result in disciplinary action. This can include and go beyond the time of the incident of the complaint and will be reviewed on a case-by-case basis.

APPEALS POLICY

1. Appeals of student suspensions shall be dealt with in accordance with the Independent Schools Act.
2. The student's parent or guardian are entitled to appeal a suspension and expulsion to the Board of Education as per the appeal's policy.
3. The appellant's parent or guardian must give written notice of the intention to appeal to the BCMA Board of Education within ten (10) school days of the commencement of the suspension.
4. Upon receipt of written notice of the intention to appeal the suspension, the Board of Education shall:
 - a) advise the school Principal or designate of the appeal;
 - b) communicate with the Appellant to discuss any matter respecting the incident and/or the appeal of the suspension.
5. The student to whom the suspension is to be applied to has the right to be present at the meeting convened to hear the appeal and to make a statement on his or her behalf after all parties have made their statements.
6. The Committee shall convene to determine the appeal withing fifteen (15) school days of receiving notice of intention to appeal, unless the parties mutually agree to extend this date beyond fifteen (15) school days.
7. After the meeting, the Committee shall do one of the following:
 - a) confirm the suspension and the duration of the suspension;
 - b) confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or
 - c) quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.
8. The initiation of an appeal shall not stay the suspension.
9. The decision of the Committee shall be final.

Administrative Procedures

1. Suspension appeals will be conducted as follows:
 - a) Appeal meetings will be held as required by the Committee.
 - b) The Committee will consist of a minimum of three (3) trustees. The VP of Education and Secretary or designate will act as a resource person to the Committee.
 - c) The Committee is entitled to retain legal counsel for advice as it deems necessary.
 - d) The VP of Education and Secretary/designate will, where possible, notify the Chairperson of the Committee at least one (1) week prior to the date set for an appeal meeting.
 - e) The VP of Education and Secretary/designate will communicate with the Appellant, and the Principal or designate to confirm the date and the time for the appeal meeting.
 - f) The VP of the Board of Education and Secretary/designate will forward all relevant documents to the Appellant, members of the Committee, and the Principal or designate. Relevant documents may include:
 - i. Extracts from the relevant statutes and regulations, if applicable;
 - ii. The notice of Suspension of student;
 - iii. The notice of appeal;
 - iv. The notice of the meeting;
 - v. The procedures to be followed in the appeal meeting; and
 - vi. Any other relevant information/reports pertinent to the suspension. Standard Protocol of meeting of Student Suspension Appeal will be as follows:
2. The following procedure shall be followed during an appeal meeting;
 - a) Chairperson of the Committee is the facilitator of the appeal meeting;
 - b) The Appellant may choose to be represented by an agent or legal counsel at his or her own cost;
 - c) The Committee shall hear no evidence from witnesses and cross-examination shall not be permitted.
 - d) The Principal or designate, or legal counsel shall make a brief presentation to support the grounds for the suspension or expulsion and for this purpose may make statements of fact based on his/her knowledge. This presentation shall be up to ten (10) minutes in duration.
 - e) Parents of the he Appellant or his or her representative will then be called upon to make a presentation setting out the reasons for the appeal. This presentation shall be up to ten (10) minutes in duration.
 - f) The student, if not the Appellant, will be granted up to ten (10) minutes to make a statement.
 - g) The Principal or designate, or legal counsel may choose to reply. Up to five (5) minutes shall be reserved to complete the reply.
 - h) The Committee may then ask questions of the parties present.
 - i) The Chairperson shall conclude the appeal meeting and the Committee shall retire to deliberate and make its determination.
3. As soon as possible after the appeal meeting, the VP of Education and Secretary or designate shall communicate the Committee's decision to the Appellant orally.

4. The Chairperson of the Committee shall send the Committee's written decision to the Appellant, the Principal or designate, and other Board of Education staff as required.
5. A copy of the Committee's decision is placed into the Permanent Student Record.

COMMUNICATION

We believe in open, honest, and transparent communication. If you have a question or concern, please do not hesitate to contact the school administration. The recommended protocol is listed below:

- Should the question/concern be directly related to the delivery of an academic program, parents are asked to speak with or email the teacher involved first.
- Should the question/concern be general in nature about the overall operation of the school, please contact the principal.
- Should the question/concern be related to admission, withdrawal, payment of fees, please contact the office staff.

ELECTRONICS, TOYS, AND SPORTS EQUIPMENT

You may not bring toys or sports equipment from home to school without prior permission from the School Administration. Elementary grades have scheduled "Show & Tell" days. Appropriate items to share include interesting items from nature, from a recent trip, cultural objects, artwork done at home, crafts, or even wearing a new piece of clothing. The purpose of "Sharing Time" is to encourage a child to talk to their classmates publicly. Any toys brought to school without permission, will be confiscated and placed on a high shelf by the teacher. These will not be returned until departure time.

SCHOOL CALENDAR

Our school calendar is posted on the school website and the App. Note: the schedule may be subject to change. Please check the school App or website regularly to be notified of any changes.

PARENT ADVISORY COUNCIL (PAC)

Membership

Every parent is automatically a member of the Parent Advisory Council (PAC) and, as such, is invited to attend and take part in the meetings held throughout the school year. Meeting times will be announced throughout the year. The PAC has supported the school in numerous ways including fundraising for the playground, book fairs; hot lunches, sports events, and helping to arrange some student community service placements. They are an integral and necessary part of the school; your participation is highly encouraged.

Governance

All leadership positions for the Parent Council in the new school year will be selected at the first meeting.

PAC Designated Positions

Chairperson chairs all meetings, sets up agenda, and ensures the order of the meeting

Vice Chair	Works with the chair and can perform the same duties if the chair is not available
Secretary	Records the meeting minutes and publishes them
Treasurer	Handles all financial transactions for the PAC, arranges for audited statements each year
Volunteers	Organizes the school program in cooperation with the parents and teaching staff
Coordinator	Assist parents in accessing the system and to advocate on behalf of parents and students

Parent Advisory Committee Objectives

- ☞ To promote the welfare of students.
- ☞ To support the school's unique programs, both with time and financial resources.
- ☞ To facilitate the involvement of parents with the school through coordination of volunteer opportunities.
- ☞ To offer advice and make recommendations to the school principal and administration team.

Volunteering at BCMA Schools

Parent involvement is crucial to the sustainability and success of any school. The success of the volunteer program depends upon each family doing their part. We can use volunteer help in many areas of the school; however, all volunteers must have a valid criminal record clearance (vulnerable sector), fill the volunteer form at the front desk as well as the confidentiality agreement form.

Volunteers in school are bound by a code of confidentiality. Any concerns that volunteers have about the children they work with or encounter, should be voiced with the class/core teacher or admin staff and NOT with the parents of the child or persons outside the school. Comments regarding children's behavior or learning can be highly sensitive, and if taken out of context, can cause distress to the parents of a child if they hear about such issues through a third party rather than directly from the school. Volunteers who are

concerned about anything another adult in the school does or says should raise the matter with the principal.

All volunteers work under the supervision of the class/core teacher or a specifically assigned non-teaching staff member. Teachers always retain responsibility for children, including the children's behavior and the activity they are undertaking. Volunteers should have clear guidance from the teacher as to how an activity is carried out and what outcome to expect from an activity. Volunteers are encouraged to seek further advice and guidance from the teacher in the event of any query or problem regarding children's understanding of a task or behavior.

Volunteers bring with them a range of skills and experience that enhance the learning opportunities of children at the school. We welcome and encourage volunteers from the local community.

The types of activities in which volunteers can be engaged include:

1. Listening to children read
2. Working with small groups of children
3. Working alongside individual children and supporting individual needs
4. Undertaking art & craft activities with children
5. Working with children on the computers
6. Accompanying school field trips

CHILD ABUSE OR NEGLET POLICY

1. Preamble

Ensuring that a School Authority has policies and procedures in place to respond promptly and effectively to incidents of child abuse and neglect is a responsible approach to protecting students as well as the interests of the School Authority. This document provides guidelines for Independent Schools when establishing policy and responding to child abuse and neglect.

This document underscores the importance of a collaborative approach between Independent School Authorities and Personnel, the Ministry of Children and Family Development, and the police to respond effectively to incidents of suspected child abuse and neglect and to ensure that children are protected.

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

2. Purpose

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

We may add, modify, or remove portions of this Child Abuse and Neglect Policy for Employees when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy.

Guiding Principles:

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

- The safety and well-being of children is the paramount consideration.
- Children are entitled to be protected from abuse, neglect, harm or threat of harm
- A family is the preferred environment for the care and upbringing of children and the responsibility for the protection of children rests primarily with the parents.

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

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

a. The BCMS Principal, Mohamed Bush is designated as the Appointee Official (ASO) and Mr. Botao Wu the alternative appointee. The SMS Principal, Shagufta Ansari is designated as the Appointee Office (ASO) and Mrs. Munira Hassan the alternative appointee.

b. Any school personnel who suspect or have information that a child is being abused or at risk of being abused, must promptly contact the Ministry of Children and Family Development (MCFD) and the Appointed School Official. If the Appointed School Official is the alleged abuser, then school personnel, after reporting to the previously mentioned agencies, will report to the Chair of the Board of Education governing the school.

It is the legal duty of all people who have concerns that a child is being or is likely to be abused or neglected to report to the appropriate authorities, who will assess the report and, if appropriate, investigate.

c. Anyone who has reason to believe that a child has been or is likely to be physically harmed, sexually abused or exploited, or neglected by a parent or guardian, or otherwise in need of protection as set out in Section 13 of the Child, Family and Community Services Act is legally responsible under Section 14 of the Act to report promptly to a child welfare worker. "Reason to believe" simply means that, based on what was seen or information received, a person believes a child has been or is likely to be at risk. The reporter need not be certain. It is the child welfare worker's job to determine whether abuse or neglect has occurred or is likely to occur. **Phone 1-800- 663-9122 or 604-660-4927 at any time of the day or night.**

School personnel, who are uncertain about their duty to report, will consult with a child welfare worker who can discuss the options and appropriate course of action.

d. If the child or youth is in immediate danger, school staff must **call 911** or the local police.

e. If children and youth wish to talk with someone, schools need to make them aware of the helpline for Children at 310-1234 or call 911. The call does not require an area code. Calls can be made at any time of the day or night and can be made anonymously.

- f. School personnel will not contact the parents or guardians who may be involved in allegedly abusing the child; this is the responsibility of the child welfare worker.
- g. School personnel will cooperate fully with any resulting investigation, including assisting with the interviews of children and staff as necessary.
- h. The school will protect personal information regarding the investigation, including the reporter's identity, against improper or unauthorized disclosure or use. School personnel should not share information with outside agencies about child abuse investigations, particularly if the police are involved.
- i. The Appointed School Official will ensure that the school environment is safe during any investigation.
- j. School personnel will support students who are victims of child abuse or neglect.

Procedures Where Allegations of Child Abuse are made against Independent School Staff, Volunteers, Contract Service Providers or Others in the School Setting

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

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

i. Staff Member

Where there are allegations of child abuse by a school staff member, the Principal or Appointed School Official (ASO) is responsible to investigate the allegations and report the matter to a Child Welfare Worker if there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. The Principal has the authority under the Independent School Act (ISA), Section 7 (2) (b) to suspend a school staff member whose presence threatens the safety and welfare of students.

ii. Volunteer

Where there are allegations of child abuse by a volunteer, the Principal or ASO is responsible to investigate the allegations and report the matter to a Child Welfare Worker if there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. The School Authority has the authority to issue a "No Trespass Order" prohibiting attendance at school by a volunteer whose presence threatens the safety and welfare of students.

Contract Workers and Other Persons

Where there are allegations of child abuse by a contract worker or other person at school or at an independent school activity outside of the school, the Principal or ASO is responsible to investigate the allegations and report the matter to a Child Welfare Worker if there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. The School Authority has the authority to issue a "No Trespass Order" prohibiting from attending at the school a contract worker or other person whose presence threatens the safety and welfare of students.

School personnel, who are uncertain about their duty to report, are encouraged to consult with a child welfare worker who can discuss the options and appropriate course of action.

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

b. Parents of children alleged to have been abused in the school setting must be informed by the Principal or Appointed School Official of the allegations and the outcome of the school investigation, unless there are special circumstances, e.g., relating to a child protection or police investigation, or endangerment of the child.

c. In addition to the authority provided in the Independent School Act, BCMA Schools has the following policy(s) dealing with professional misconduct of employees: (Teacher Contract)

d. Where there are allegations of child abuse by a staff member, volunteer, contract service provider or other persons, the School Authority has the authority to issue a "No Trespass Order" prohibiting the volunteer's attendance at school. The order, provided orally or in writing, to the volunteer, contracted service provider or other person, and copied to the police, must specify the date of issue, the reason for the order and the termination date of the order (Such orders may be re-issued on an annual basis if required). This authority is provided under the Trespass Act, s. 4 (1), (b)(c).

IV. Reporting to the Police

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

V. Reporting to a Child Welfare Worker

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

must report this to a Child Welfare Worker in accordance with the Child, Family and Community Service Act (CFCSA).

6. Duty to Report Professional Misconduct

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

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

7. Protocols on Relationships with Partner Agencies

The school will obtain the names and contact information of local agencies that will provide assistance when dealing with child abuse and/or neglect.

The Appointed School Official will inform school staff of local protocols that are in place with MCFD or a Delegated Aboriginal Child and Family Services Agency, for cases of suspected child abuse and/or neglect. Police are contacted whenever there is a criminal investigation, or the child is in immediate danger.

School personnel will promote a working relationship with the local MCFD and Police on reporting suspected cases of child abuse and/or neglect and cooperating with these parties in their response to reports. The school will identify personnel within MCFD who are able to support the school in training staff to recognize signs of abuse, protect abused students and report abuse and neglect to the appropriate authorities.

8. Staff Training and Review

The Appointed School Official, **Mohamed Bush (BCMS) and Shagufta Ansari (SMS)** will ensure that annual training is provided to all school personnel, contractors and volunteers who are working with children and ensure they are aware of and understand how to carry out their legal duty when responding to concerns about child abuse and/or neglect.

Training will include recognizing child abuse and/or neglect, what actions are required, prevention measures, reporting child abuse and/or neglect protocols, and everyone's legal responsibility if they suspect abuse and/or neglect of a child.

The authority/school will train school personnel on how to respond when concerns about child abuse and/or neglect arise. This information is available in The BC Handbook for Action on Child Abuse and Neglect.

The authority/school will annually review with school personnel the information on different types of child abuse, recognizing child abuse and/or neglect and types of disclosures that abused children may provide. This information is available in The BC Handbook for Action on Child Abuse and Neglect, pages 21 – 33.

The annual training is provided to the teachers during the Orientation Week. Information is detailed in the Teacher Handbook. Staff hired after the orientation training will be onboarded and trained by the front office administration team, Ms. Wafa Benreguia.

QUICK REFERENCE POSSIBLE INDICATORS OF CHILD ABUSE AND/OR NEGLECT

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

FOOD POLICY

Children are to bring their lunch and snack from home. Please make sure their lunch is adequate and nutritious. Consider packaging lunch in a thermos and/or a reusable sandwich container.

Parents are encouraged to avoid delivering food to the school for their children's lunches. Please also ensure that all snacks and lunches are "nut free" as there may be other students/staff with severe allergies.

Lunch

Students eat lunch with their classmates and homeroom teacher in their classrooms. Microwaves are not available due to safety reasons. Water fountains are available at the school. It is recommended that each child has a reusable personal water bottle labeled with their name in permanent marker.

Hot Lunches

Teachers and the Parent Advisory Committee organize hot lunches. Notices and Order Forms are sent out in advance to inform parents of the days and anticipated menu.

FIELD TRIPS / OFF-SITE ACTIVITIES

Off-site excursions and field trips allow students to:

- Be presented with “real world” experiences not available in the regular classroom.
- Reinforce, support, extends and enhances the concepts they have learned in their classes.
- Relate their classroom activities to everyday life
- Understand that learning has application
- Can learn from others who have expertise in a particular field
- Participate in hands-on experiential learning
- Better familiarize themselves with the resources available in the community and find out & explore more about potential careers and employment opportunities.

Guidelines for Fieldtrips and Off-site Activities

- Students are required to wear full dress uniform unless otherwise stated.
- Parent consent forms will be sent home at least three to five days prior to the excursion/field trip.
- All consent forms must be signed and returned to the teacher by the date stipulated on the notice. Handwritten consent notes may be accepted depending on the type of field trip/excursion being undertaken.
- Telephone consents will not be permissible; we must have permission in writing or email.
- Only a parent’s or legal guardian’s signature is acceptable on the consent form.
- The cost of transportation, as well as other incidental expenditures that might be necessary, must be paid in advance of the trip.
- Volunteers are requested to adhere to the school’s Islamic dress code on all excursions and fieldtrips

ASSEMBLIES & SPECIAL EVENTS

Assemblies will be held on a regular basis. The purpose of assemblies is to enhance school spirit within the school community. Assemblies will also be used to inform the student body of current events within the school environment and to celebrate successes. As such, students and parents are expected to behave in a manner befitting a Muslim gathering.

Medical Emergency

We do not have a staff school nurse on the premises. Any medical problems or medication requirements should be recorded on the medical section of the application update form each year.

Parents are also required to inform the classroom teacher of any health concerns. The school office will keep this information on file. Parents are encouraged to keep the school informed as to changes in the medical condition of the student, as well as to any other changes in family or personal circumstances which impact the student.

Minor Medical Concerns

The school is modestly equipped with a basic first aid kit. Several staff members have First Aid training. Small cuts and scrapes can be dealt with at school. If in doubt, staff will err on the side of caution and attempt to call parents or else seek medical attention. Students who feel unwell during the day must report their illness to a teacher who may send them to the office or may decide to send them home after contacting the parent. Make sure the office has your emergency medical information current and updated contact information form for the child's file.

Major Medical Concerns

If the medical issue is one that cannot be handled by the school, the parents will be contacted immediately so they can pick up their child from the school. In the event of a more serious injury, when parents are unavailable to transport their child to a hospital, an ambulance will be called to the school. The responsibility of the school is to ensure that the child enters the care of a qualified doctor or a hospital, and the remaining duty is to continue efforts to contact the parents if such has not been done before.

Medications

Parents must make sure that the school has full and up-to-date medical information about each child. This information will help teachers and office personnel to provide the best assistance to a child in case of emergency.

School personnel can only dispense prescribed medicine in its original packaging. All medicine must be handed to the office and dispense by the office staff only. We cannot dispense over the counter medication to a child under any circumstance. A sick child is best left at home under family care.

During an illness, parents of any recovering children are welcome to come into school at the designated times to administer medicine prescribed by a doctor for their own child.

ANAPHYLAXIS POLICY

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

The Board of Education recognizes that it has a duty of care to students who are at risk from life-threatening allergic reactions while under school supervision. The Board also recognizes that this responsibility is shared among the student, parents, the school system and health care providers.

The purpose of this policy is to minimize the risk to students with severe allergies to potentially life-threatening allergens without depriving the severely allergic student of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.

This policy is designed to ensure that students at risk are identified, strategies are in place to minimize the potential for accidental exposure, and staff and key volunteers are trained to respond in an emergency situation.

While the school cannot guarantee an allergen-free environment, the Board will take reasonable steps to provide an allergy-safe and allergy-aware environment for students with life-threatening allergies.

INDIVIDUAL ANAPHYLAXIS MANAGEMENT PLANS

The Principal will ensure that parents of students, who have been diagnosed by a medical practitioner as being at risk of anaphylaxis, understand that their medical practitioner must provide an up-to-date individual anaphylaxis management plan to the school as early as possible.

The individual anaphylaxis management plan will be in place as soon as practicable after the student enrolls, and if possible, prior to the student starting school.

The individual anaphylaxis management plan will set out the following:

- information about the diagnosis, including the type of allergy or allergies student has (based on a diagnosis from a medical practitioner)
- strategies to minimize the risk of exposure to allergens while the student is under the care or supervision of school staff, for in-school and out of school settings including excursions
- information on where the student's medication is stored
- contact details for the student
- the procedure for managing an emergency which is provided by the parent
- each student's individual management plan will be reviewed, in consultation with parents/caregivers annually and as applicable if the student's condition changes or immediately after a student has an anaphylactic reaction at school.

It is the responsibility of the parent to:

- provide the emergency procedure plan to the school
- inform the school if their child's medical condition changes, and if relevant, provide an updated emergency procedure plan
- provide an up-to-date photo for the emergency procedure plan when the plan is provided to the school and when it is reviewed.

Signs and Symptoms of Anaphylaxis

- a. Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rarer cases can develop hours later. Specific warning signs as well as the severity and intensity of symptoms can vary from person to person and sometimes from attack to attack in the same person.
- b. An anaphylactic reaction can involve any of the following symptoms, which may appear alone or in any combination, regardless of the triggering allergen:
 - Skin: hives, swelling, itching, warmth, redness, rash;
 - Respiratory (breathing): wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing;
 - Gastrointestinal (stomach): nausea, pain/cramps, vomiting, diarrhea;
 - Cardiovascular (heart): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock;
 - Other: anxiety, feeling of "impending doom", headache, uterine cramps in females;

- It is important to note that anaphylaxis can occur without hives.
- c. The most dangerous symptoms of an allergic reaction involve:
- breathing difficulties caused by swelling of the airways, and
 - a drop in blood pressure indicated by dizziness, light-headedness or feeling faint/weak. Both of these symptoms may lead to death if untreated.
- d. **Because of the unpredictability of reactions, early symptoms should never be ignored, especially if the person has suffered an anaphylactic reaction in the past.** If an allergic student expresses any concern that a reaction might be starting, the student should always be taken seriously. When a reaction begins, it is important to respond immediately, following instructions in the student's Anaphylaxis Emergency Plan. The cause of the reaction can be investigated later.

Identifying Students at Risk

It is the responsibility of the parents/guardians with anaphylactic children to notify the school principal when a child is diagnosed as being at risk of anaphylaxis and provide the school with updated medical information annually.

The parents/guardians must further provide the school with updated medical information whenever there is a significant change related to their child/children.

Current information should include but not be limited to:

- inhalants and other known factors that trigger anaphylactic reaction;
 - symptoms of the anaphylactic reaction;
 - precautions necessary;
 - treatment protocol signed by the child's physician.
- b. A uniform standard of identification should be put in place for students with complex medical conditions such as Anaphylaxis e.g., Medic- Alert®11. This should include the opportunity for parents and students to be made aware of medical identifying information. Because of the unpredictability of reactions, early symptoms should never be ignored.

Since it is not always possible to identify a child at-risk of anaphylaxis in advance, and because there is recognition that anaphylaxis, asthma, and severe allergies are intertwined, it is prudent for school communities to recognize and be prepared to respond to an anaphylactic event, should it occur.

Record Keeping, Monitoring and Reporting

The school principal is responsible for keeping accurate records for each student at-risk of life-threatening allergies.

- a. A record with information relating to the specific allergies for each identified anaphylactic student will form part of the student's Permanent Student Record, as defined in the Permanent Student Record Order. That record shall include the student's emergency response plan.
- b. School principal must monitor and report information about anaphylactic incidents in aggregate form, to include number of at-risk anaphylactic students and number of anaphylactic incidents.
- c. All staff members, including support staff, teachers on call and when necessary, volunteers, must be made aware of anaphylactic students and appropriate procedures.

The Student Emergency Procedure Plan will include:

- Name
- Contact Information
- Diagnosis
- Symptoms
- Emergency Procedures/Treatment
- Physician section including the student's diagnosis, medication and physician's signature.

Emergency Procedure Plan

The emergency procedure plan includes the following elements:

- Administer the student's auto-injector (single dose) at the first sign of the reaction. Note time of administration. (The use of epinephrine for a potentially life-threatening allergic reaction will not harm a normally healthy child, if epinephrine was not required).
- Call emergency medical care 911
- Contact the child's parent/guardian.
- A second auto-injector may be administered within 5 to 15 minutes after the first dose is given IF symptoms have not improved (i.e. the reaction is continuing, getting worse, or has recurred).
- If an auto-injector has been administered, the student must be transported to a hospital (the effects of the auto-injector may not last, and the student may have another anaphylactic reaction).
- One person stays with the child at all times.
- One person goes for help or calls for help.

The Principal or designated staff will ensure that EpiPen be available during school hours and off-site during field trip and transportation.

Storage

Children at risk who attained maturity should carry one auto-injector with them at all times and have a back-up auto-injector stored at the school.

The auto-injectors are located in the office in the medical supplies' drawer.

Training

At the beginning of each school year, a training session on anaphylaxis and anaphylactic shock is held for all school staff.

The training session includes:

- Signs and symptoms of anaphylaxis;
- Common allergens;
- Avoidance strategies
- Emergency protocols;
- Use of single dose epinephrine auto-injectors;
- Identification of at-risk students
- Emergency plans

Participants have the opportunity to practice using an auto-injector trainer. Students from grades 6 to 8 attend an in-school first aid class which includes the anaphylaxis symptoms and treatment.

SPECIAL EDUCATION POLICY

1.0 Objective

To provide for the education of students with special education needs.

POLICY

1.1 Policy Statement

The school board believes every student is able to learn and to benefit from learning, and upholds the right of each student with special needs to an instructional program appropriate to that student's needs which enables him or her to achieve to the best of his or her ability. All students who are receiving support and services, whether or not they have been identified as exceptional, will receive either a Student Support Plan or an IEP.

1.2 Guiding Principles

The following guiding principles shall govern the education of students with special needs:

- a) promoting early identification and intervention.
- b) ensuring a focus on the whole child.
- c) providing a range of services for the student, subject to available resources.
- d) ensuring every reasonable attempt is made to support participation by the student in school activities.
- e) emphasizing the value and importance of communication and consultation with the parents/guardians of children with special needs.
- f) recognizing the necessity for the provision of support for staff to develop the necessary skills and teaching strategies to work with students with special needs.
- g) ensuring the accommodation of students with special needs to the point of undue hardship for the school board.

1.3 Key Learning Supports

The special education policy shall be achieved through the delivery of a variety of learning supports including, but not limited to:

- a) a range of appropriate and timely assessments, accompanying tiered interventions, and professional strategies.
- b) a continuum of placement options
- c) equitable application of the specialized class location model using geographically defined catchment areas and designated schools to ensure fair access to specialized programs.
- d) appropriate student/teacher ratios as governed by the Independent Schools Act.
- e) integration opportunities within the student's school.
- f) multi-disciplinary professional support for students with special education needs, including a School Based Team composed of the Classroom Teacher, the Principal, and a Learning Support Teacher.
- g) timely access as required to appropriate equipment and materials.
- h) timely access to information for parents about programs and services.

1.4 Enrolment and Placement

The School Based Team will write a [Student Support Plan](#) or an [Individual Education Plan](#), depending on if there has been a diagnosis, the level of support needed, and if a Ministry Designation is needed. At this stage, the family is also informed of the concerns and strategies used and is invited to offer any insights about their child that may offer explanations or be helpful to staff.

BCMA Schools uses a three tiered system:

Tier 1: Best Practice in Classrooms- Teachers will consult with the principal, EA, and support teachers.

Tier 2: Support in classroom or dedicated time with support outside the class (Push in/Pull out)

Tier 3: Support to target the student's learning difficulty by modifying learning outcomes. Students who have IEPs need more than 25 hours of remedial instruction/ support per school year, using lower learning outcomes and have a formal diagnosis.

[Student Support Plans](#) are written for students in Tier 1 or 2. Tier 1 and 2 students do not have any formal diagnoses. All Tier 3 students will receive an [Individual Education Plan](#) , which will be reported to the Ministry of Education using the 1701 form.

1.5 Special Education Report

As required under the Independent School Act, the Special Education report of the BCMA Schools shall be reviewed annually by the principal and shall be made readily accessible to the Board of Education. All students with an IEP will be reported on the 1701 Ministry forms.

SPECIFIC DIRECTIVES

1.6 Programs and Support Services for Students with Special Needs

- a) The BCMA Schools shall ensure that the Ministry of Education Curriculum Guidelines are the basis for Special Education Programs. The special needs of each student can be accommodated by using a variety of teaching methods, support personnel, resources, equipment and special materials.

1.7 Service Delivery

- a) The Special Education service delivery of the school board is based on a continuum of placement options ranging from non-specialized classes with special education resource support to specialized classes and schools where needs dictate. Specialized class locations shall be based on geographically defined catchment areas and designated schools. Special Education Programs and Services and school board areas will be reviewed regularly in consultation with various stakeholders.
- b) The special needs of each student should be met by accommodations, modifications, and/or alternative expectations, including, but not limited to, a variety of teaching methods, and/or special equipment including, but not limited to, adaptive technology, and appropriately trained specialized

personnel.

1.8 **Identification, Assessment, Accommodation**

- a) Students who may have special needs will be identified and assessed regularly and as appropriate. Assessments shall be undertaken in consultation with parents/guardians, after initial written consent has been received.
- b) Accommodations and modifications for the purposes of academic assessment/evaluation should be considered in accordance with the school board and Ministry policy relevant to assessment, evaluation, and reporting of student achievement to account for the requirements for the requirements for assessments administered beyond the school board level.
- c) An IEP is developed for all students with special needs, except:
 - 1. a student who requires minor adaptations to educational materials, or instructional, or assessment methods;
 - 2. a student whose expected learning outcomes have not been modified;
 - 3. a student who is receiving, in one school year, 25 hours or less remedial instruction, by a person other than the classroom teacher. (Special Education Services: A Manual of Policies, Procedures and Guidelines)

For these students, a [Student Support Plan](#) will be implemented and follow the same steps as an IEP, with the exception of reporting to the Ministry of Education.

- d) The principal is responsible for ensuring that an [Individual Education Plan](#) (IEP) is developed, implemented and updated in alignment with BCMA Schools reporting periods where:
 - i) a student has been formally identified.
 - ii) a student has not been formally identified but requires an ongoing special education program and/or services, including modified or alternative learning expectations and/or accommodations,
- e) The IEP shall be developed in partnership with parents/guardians and shall include SMART goals (specific, measurable, attainable, realistic, and timely).
- f) The IEP involves the following 6 phases:
 - i) Gather information about the student.
 - ii) Set the direction for the student.
 - iii) Develop the IEP as it relates to the student's special education program and services (complete 1701 and all IEP forms)
 - iv) Meet with the parents
 - v) Implement the IEP; and then
 - vi) Review and update the IEP twice a year.
- g) Students with special needs may be referred to an Identification, set up by the School Board. The principal may, on written notice, to the parent of a student, and shall, at the written request of the parent, refer a student to the school board.
- h) Once the decision of the IPRC is received, the principal will make every effort to work with the parent/guardian to resolve any concerns about the decision. In the event of a

disagreement about the IPRC decision, the process for appeal outlined in P.117.SES Special Education Appeal Board Policy shall be followed.

- i) Students identified as exceptional must be provided with appropriate special programs and/or services designed to build on their strengths and meet their needs.
- j) The school board shall ensure a process for appropriate access to special education programs. The process will be transparent, consistent, and equitable, and subject to the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).
- k) The school board shall ensure regular opportunities are provided for the training and development of staff to support students with special needs. This may include training in the areas of instructional practice, accommodations, academic, socio- emotional and cultural sensitivity.

Communication

The school board is committed to communicating clearly and regularly with parents/guardians of students with special needs and will do so on matters including:

achievement (P.083.CUR and PR.584.CUR) to account for the requirements for assessments administered beyond the school board level (EQAO, PISA etc.).

- l) The principal is responsible for ensuring that an Individual Education Plan (IEP) is developed, implemented and updated in alignment with reporting periods where:
 - i) a student has been formally identified as exceptional by an the School Based Team
 - ii) a student has not been formally identified but requires an ongoing special education program and/or services, including modified or alternative learning expectations and/or accommodations,
- m) The IEP shall be developed in partnership with parents/guardians and shall include SMART goals (specific, measurable, attainable, realistic, and timely).
- n) The IEP involves the following five phases:
 - i) Gather information about the student.
 - ii) Set the direction for the student.
 - iii) Develop the IEP as it relates to the student's special education program and services.
 - iv) Implement the IEP; and
 - v) Review and update the IEP.
- o) Students with special needs may be referred to an Identification set up by the school board. The principal may, on written notice, report to the parent of a student and shall, at the written request of the parent, refer the student to the school board.
- p) Once the decision of the IRPC is received, the principal shall make every effort to work with the parent/guardian to resolve any concerns about the decision. Students identified must be provided with appropriate special programs and/or services designed to build on their strengths and meet their needs.
- q) The school board shall ensure a process for appropriate access to special education

programs. The process will be transparent, consistent, and equitable, and subject to Protection Information of Privacy Act (PIPA).

- r) The school board shall ensure regular opportunities are provided for the training and development of staff to support students with special needs. This may include training in the areas of instructional practice, accommodations, academic, social- emotional and cultural sensitivity.

1.9 Communication

The school board is committed to communicating clearly and regularly with parents/guardians of students with special needs and will do so on matters including: The full range of services available;

- a) The identification, placement and review process, including the appeals process;
- b) Implementation practice and progress of IEPs; and
- c) Ministry guidelines for the delivery of Special Education Programs.

1.10 Performance Measures

- a) The Board is committed to developing and maintaining special education programs and services that are based on best practice models, including evidence-based data, ongoing assessment and measurement of objectives. These will be reviewed on a cyclical basis, to ensure that they remain effective and are current with evidence-based research findings.
- b) The school board will continue to develop and implement special education programs and services in a consistent manner.

TECHNOLOGY POLICY

Both students and parents must sign an agreement to abide by the school's Technology Policy; this will be included in the Appendix or available from the office.

- Students may only utilize the devices under the supervision of a teacher.
- Games are not allowed during school time; devices are for instruction, and research for educational purposes.
- The school's policy regarding software usage, importing outside software, and copyright must be adhered to.
- Students are permitted to access the Internet in supervised situations only. There is zero tolerance for accessing inappropriate sites.

SCHOOL TEXTBOOKS

All textbooks are the school property. Lost or damaged books belonging to school are to be paid for by the parents, at their replacement cost. The school office will issue invoices for lost or damaged books.

Educational Resources Policy

A. Introduction

Effective July 1, 2016, 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 authority. This policy sets out the procedures that determine how learning resources are chosen, as well as how concerns or challenges will be addressed by BCMA Board of Education.

B. Definition of Learning Resources

Learning Resources are texts, videos, software, and instructional materials that teachers use to assist students to meet the expectations for learning defined by provincial and local curricula. This policy is specific to learning resources which form the core program collection of resources. Learning resources used in the classroom will be evaluated and approved by BCMA Board of Education with consideration given to curriculum fit, pedagogy, social considerations, age and developmental appropriateness, as well as the school authority's philosophical, cultural and/or religious values.

C. Learning Resources Approval Process

BCMA Schools will encourage teachers to utilize education media that have been formally evaluated before being used in the classroom. The evaluation process involves a minimum of two school authority representatives, one of whom is a practicing teacher with at least three years' experience, preferably in grade level and subject area for which the resources are to be used. The recommended scope of professional learning resources for review includes Primary (Gr K-3), Intermediate (Gr 4-6), Middle (Gr 7-9) and Secondary (Gr 10-12).

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

- Supporting the learning standards and outcomes of the curriculum
- Assisting students in making connections between what they learn in school and its practical application in their lives
- Addressing developmental and age appropriateness
- Having effective instructional and technical design
- Meeting the requirements set by copyright and privacy (PIPA) legislation
- Suitability based on the pedagogical, social, philosophical, cultural and/or religious values of BCMA Schools.

Evaluating resources from the perspective of pedagogical, social, philosophical, cultural and/or religious values will:

- encourage understanding and promote positive social attitudes and respect for diversity and individual differences
- ensure that B.C. 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
- ethical and legal considerations
- language
- course content, skills, and competencies
- respect for individual differences
- violence
- social responsibility
- democratic principles
- service learning
- pedagogical perspectives

D. Authority Approval

The Board of Directors will approve resources used by BCMA which then become recommended resources for a five-year period unless they are withdrawn. The authority may continue to use the learning resources after five years if the authority grants an extension of an additional five-year period.

E. Withdrawal of a Recommended Learning Resource

Learning Resources will maintain a recommended status for five years, after which continued status will be subject to, but not limited to, criteria such as curriculum relevance, currency, and availability.

The recommendation of withdrawal will be made by a committee of at least two representatives of BCMA, one being a practicing teacher with at least three year's experience preferably in grade level and subject area for which the resources are used. recommended scope of professional learning resources review will be Primary (Gr K-3), and later Intermediate (Gr 4-6), Middle (Gr 7-9) and Secondary (Gr 10-12).

- A learning resources withdrawal will be confirmed by a motion passed by the BCMA Board of Directors.

F. Challenge to the Use of Authority Recommended Learning Resources

Challenges to the use of authority recommended learning resources must be made in writing to the principal, identifying the learning resource and stating 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 principal will convene a meeting of a committee, consisting of a minimum of three representatives of BCMA, one of whom must be an administrator and another a practicing teacher. The practicing teacher or principal 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 authority 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 recommended 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.

G. Sources of Learning Resources

BCMA Schools may use the services of the [Education Resource Acquisition Consortium](#) (ERAC) to assist them in choosing or approving learning resources. Other sources of information and advice include our Advisors, peers, education journals, and data gathered from professional development events.

VISITORS

All visitors are required to report to the school office to sign-in. School visitors should make an appointment through the office if they want to meet with the administration.

TOLERANCE

A positive school climate promotes student learning and development. A school community where everyone feels safe, respected, and engaged prepares children for life in a diverse multicultural and democratic society.

The fostering of attitudes and prejudicial behaviors such discrimination based on race or gender, hate, bias, racial intolerance, name-calling, or psychological battering are not tolerated. Our school has a "No bullying" policy which we strictly always adhere to. Any student or teacher engaging in this type of behavior will be subject to discipline by the administration. Our staff consistently attempts to model tolerant, respectful behavior and sensitive cross-cultural communication.

STUDENT RECOGNITION

Celebrating success is an important part of the school culture. The school will recognize achievement and effort of students throughout the year in classes and at school assemblies.

USE OF SCHOOL PROPERTY

It is the strict school policy that all things (equipment, instructional materials, etc.) within and outside all BCMA Schools belong to the school. Under no circumstances are parents or visitors allowed to borrow, remove, have, or take home to use any of the items belonging to the school. Amongst other things, this would include all equipment in the classrooms, custodial rooms, and all computers or peripherals throughout the school.

LOST AND FOUND

Students are responsible for all their belongings including all uniform items, school supplies, and personal items that they may have in their possession. All possessions should be clearly labeled with the student's name. Students will be notified of the location of the lost and found area. The teachers take no responsibility for items the child loses. All unclaimed items are donated to charity at the end of each school term.

PERSONAL INFORMATION PRIVACY POLICY FOR PARENTS AND STUDENTS

Our School's Commitment to you

Safeguarding personal information of parents and students is a fundamental concern of the school. 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.

The Personal Information Privacy Policy describes the policies and practice of the school regarding the collection, use and disclosure of personal information ensuring appropriate and secure handling. The Policy regarding Personal Information is located on the school website.

PLEASE SEE THE NEXT PAGE FOR HANDBOOK CONTRACT SIGNATURE



PARENT & STUDENT HANDBOOK CONTRACT

I hereby acknowledge that I have fully read the BCMA Schools handbook, and I understand that I shall abide by the duties and responsibilities that are outlined within the BCMA Schools Student-Parent Handbook.

Parent's Full Name: _____

Parent's Signature: _____

Date: _____

Student's Name: _____ Grade: _____

Student's Name: _____ Grade: _____

Student's Name: _____ Grade: _____

Student's Name: _____ Grade: _____

Student's Name: _____ Grade: _____