



# **Guidelines for the Community Learning, Behaving, Living together Handbook**

## **School year 2018/2019**

### **ÉCOLE COUSTEAU**

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## *Foreword*

This document describes the expectations in terms of conduct for every member of the Cousteau community, children and adults, students, parents and staff.

Cousteau, the French International School of Vancouver, adheres to clear principles to keep its members, adults and children, safe and secure at all times. Our school endeavours to foster respectful global citizens, well-balanced individuals who will positively impact the community. It is of the utmost importance that our students grow in a safe and secure environment, set up by the adults around them, whether they be educators or parents.

To achieve this goal the school has policies, procedures and practices, as well as expectations, in place that are listed in this handbook. The values that the School endeavours to promote are for the entire community, parents and teachers included. The School believes firmly in modeling, and adults are expected at all times to model those values, in their behaviour, the words they use, and the decisions they make.

## Appropriate parent behaviour

Successful education is the result of a positive and constructive partnership between the school and families, based on respect, mutual understanding, honest communication, collaboration, and trust.

Families who have chosen Cousteau for their child are expected to support the School mission, its programs, and School employees. This relationship is based on trust, mutual understanding, and collaboration. Parent input and feedback is, of course, always welcome. In particular, parents are encouraged to share any concerns or questions they may have about the education of their child at Cousteau with our faculty, staff, or administrators. The School will do its best to satisfy parents' concerns, resolve differences, and find common ground. While parents may not always agree with the School, they are expected to respect the School's decisions. In rare instances, severe disagreement with a family can lead to a breakdown in trust. The School reserves the right, if it deems that a parent cannot remain a constructive member and/or displays inappropriate behaviour within the community, to remove the child from the school at any time during the school year or to withdraw a student's enrolment contract for the following year.

Inappropriate parental behaviour includes, but is not limited to:

- *Maligning or communicating disrespectfully about the School, its programs, or its employees*
- *Encouraging or enabling a student to violate the guidelines listed in this Handbook*
- *Harassment; using threatening, demeaning, or insulting language toward any member of the school community*
- *Failing to pay school fees or tuition*

## **Our Students**

We set, communicate and reinforce clear expectations of acceptable behaviour and hold students accountable for their actions. We model and teach students about socially responsible behaviours. We strive to develop a positive, welcoming school culture and we are committed to creating the right environment for learning.

This means building a supportive, respectful and inclusive school culture; building support in the community, particularly for addressing safety concerns; understanding important issues like bullying, harassment, racism, sexism and homophobia, and learning the skills needed to respond to them.

### **The values we foster in our students:**

Curiosity – as the foundation of life-long learning

Courage – as the foundation of being willing to take risks

Respect – (for ourselves, for others, and for the world we live in) as the basis of healthy relationships

Integrity – as the foundation of trust and effective cooperation

Empathy – (for those not like us) as the basis of understanding

Inclusion – (because we all have something to offer) as the foundation of a welcoming and supportive social environment

Engagement – (with the world at large) as the basis of making a difference, in whatever we do

Service – (because we all can make a difference) as the basis of making the world a better place

Tenacity – as the foundation of success in whatever we choose to do

## I. Student Code of Conduct

We refer to the BC Guide: Safe, Caring and Orderly Schools A Guide  
<http://www.bced.gov.bc.ca/sco/guide/scoguide.pdf>

Ecole Cousteau is dedicated to building a positive learning environment. A positive school climate means everyone — parents, students, and staff — should feel they are welcome and respected.

We focus on:

- Promoting positive student behaviour
- Preventing, rather than merely punishing, inappropriate behaviour
- Providing early and ongoing intervention
- Addressing inappropriate behaviour with appropriate consequences.
- Engaging parents/guardians — ongoing dialogue with parents/guardians about students' achievement and behaviour
- Helping students learn from their mistakes
- Making ensure that inappropriate student behaviour does not interfere with learning

The rules, which vary according to the children's age group, are set out in the School's Code of Conduct. This code is a contract between the child and his/her school. Children are made aware of the code's contents at the beginning of each school year and sign it.

Our code of conduct refers to:

*Developing and Reviewing Codes of Conduct: A Companion to the Provincial Standards for Codes of Conduct Order and Safe, Caring and Orderly Schools: A Guide (2008) accessible via Internet:*  
[www.bced.gov.bc.ca/sco/resources.htm](http://www.bced.gov.bc.ca/sco/resources.htm)

### **Purpose of the code of conduct**

- To establish and maintain safe, caring and orderly environments for purposeful learning activity
- To establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities
- To clarify and publish expectations for student behaviour while at school, at a school-related activity or in other circumstances where engaging in an activity will have an impact on the school environment
- Help students to be responsible for their actions and behaviour, thus contributing to a respectful, positive learning environment

### **Principles of our code of conduct**

- Conduct must be continuously monitored to ensure our Code reflects current and emerging situations and are contributing to school safety.
- Our code will be reviewed and improved in light of evidence gathered and/or relevant research, and be revisited as part of a regular cycle of policy review.
- We involve students and staff in the development and review of codes of conduct.
- Expectations regarding acceptable conduct are distributed to all students, parents and school staff at the beginning of the school year, and to new student, parent and staff joining the

school during the school year.

- Behavioural expectations outlined in our Code of conduct are consistently taught and actively promoted. Our Code of conduct is displayed in a prominent area in the school.
- Our Code of conduct must be compatible across elementary and middle school levels.
- Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context.
- Disciplinary action, wherever possible, is preventative and restorative, rather than punitive.
- Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

**Our code of conduct is guided by these main principles:**

**Be nice**

- ▶ Invite others to participate
- ▶ Speak politely to others
- ▶ Play with anyone who wants to play
- ▶ Accept differences in competence
- ▶ Encourage others

**Be vigilant**

- ▶ Be aware of those who share the game space
- ▶ Dress according to the time
- ▶ Help others in need
- ▶ Use materials properly
- ▶ Stay in the defined areas

**Be Cooperative**

- ▶ Agree on the rules of the game before you start playing
- ▶ Follow the rules of the game
- ▶ Wait your turn
- ▶ Return the material of the court when finished
- ▶ Return to class quickly and quietly

**Be respectful**

- ▶ Resolve conflicts – Use words rather than fists!
- ▶ Accept your responsibilities when you have offended someone
- ▶ Always listen to your teacher and volunteers
- ▶ Clean up after yourself
- ▶ Locate your personal belongings

**Be environmentally friendly**

- ▶ Do not pollute, use garbage cans and Recycling boxes
- ▶ Use reusable containers and water bottles
- ▶ Participate in community services to keep the school clean and green

Students who do not follow the Rules and Policies stated in the Code of Conduct or whose behavior or actions in any other way threaten the emotional, mental and physical well-being of others at Ecole Cousteau will be subject to progressive discipline.

The procedures for implementing the Code of Conduct are achieved by the teacher's council. They will be put online at the beginning of each school year.

## II. Attendance

### Lateness

Students and parents must respect the school timetable, including for preschool.

We would like to remind parents that late arrivals disturb the whole class and are not in the class, the teacher's and ultimately the student's own interest. Therefore, they should be limited to exceptional cases and must be duly justified daily.

In case of late arrival, parents have to show up at the reception and obtain a late arrival slip to present to the teacher. Parents leave their child at the reception for KG-Grade 8 to avoid any disturbance in the classrooms and in the hallway when class is in operation, the student will give the late arrival slip to the teacher. For preschool, please be discrete to accompany your child inside the class because class would have already started.

- After 3 lateness of the student in the month, the parents will receive a written notice asking them to improve their behaviour
- After 2 notices, the school will apply a one day school suspension for the child

If parents arrive late for pick-up (after end of school 3.10pm or after the end of a club) the student will be taken to the administration office and the appropriate fee will apply: \$1 per minute. This fee won't be applied if there is a last-minute spot available at the garderie and if the parent or guardian call the school and ask to save it.

### Absence

Parents need to notify the School on the first day the child is unable to attend due to illness and may require parents to provide medical evidence to support illness. A doctor's certificate will be provided to the school.

In the case of a student's absence from school, the school should be notified by e mail (teacher and reception: [info@cousteauschool.org](mailto:info@cousteauschool.org)) or telephone (604-924-2457) before 9.15 am on the same day and a written note (email) justifying the absence should be sent with him/her on return to class still at work.

In case of planned absence, you must notify the School in writing as soon as possible.

The report card will mention the number of absences during the term. Some absences will be excused and won't appear in the report card, other not.

Long absences (one week and more) will not be excused and will appear in the report card. Please notify the administration as soon as possible. We would like to remind parents that any recurring absence compromises the academic work of the child and the whole class.

Examples of absences that will be excused are: sickness, medical or dental appointments, the taking part in a day of religious observance, family bereavement or other exceptional family event. Missing registration for a medical appointment will be counted as authorised absence upon proof of



appointment. Parents are encouraged to make appointments outside school hours. When it is not possible, the student should be out of school for the minimum amount of time necessary for the appointment.

The School Calendar and term dates are published on the School website.

### **Student registration**

The Principal is required to maintain two registers:

- an admission register (also known as the School roll and which contains a list of all the students registered at the School);
- an attendance register (which records students' attendance). This attendance register will be kept on PRONOTE, which is our internal online system to keep track of attendance.

## **III. Dress Code**

Practicality, neatness, appropriateness (student clothing must not have any inappropriate language, pictures or designs and no references to alcohol, smoking, drugs, or sex) and safety are required. No flip-flops, high heels, tank tops with spaghetti straps. Shorts and skirts must be long: at least a half-thigh length. Students arriving at school in unacceptable clothing will be sent home and allowed to return to school only when they have changed. Hair should be tied and clean. No extravagant hair dyes. Nails should be kept short without polish.

All clothes must be labelled with the student's first and last names.

### **Preschool and Kindergarten**

Every child must be potty trained when she or he comes to Cousteau School. After a month, if the child is still not ready, the child will not return to the school until he/she is potty trained.

Three-year-olds have a time spent napping between 1:00 pm and 2:30 pm. Please bring a blanket, a sheet and a pillow that can be kept in school. Students will bring them home regularly to be washed. Paint is an integral part of the Kindergarten program, please dress your child accordingly: no delicate clothes!

For all Preschool and Kindergarten students, replacement clothing that will stay in school is required: socks, underwear, shirt, pants or dress.

### **Physical education**

On PE days, students from Preschool to Grade 1 must wear sports shoes.

Starting in Grade 2, students will wear a sport outfit and shoes for PE classes. Student sport bags should contain:

- A pair of sneakers,
- A T-shirt,
- A pair of shorts.

These items should be brought home every week to be washed.

Students will be exempt from sport ONLY with a written note from the doctor.

## IV. Supervision

Supervision is overseen by the Principal. His role is to ensure that the students are being supervised and following all school policies and rules. Parents shouldn't interfere in the process of supervision during school hours and extra-curricular activities hours, and shouldn't stay at school, except during volunteer time.

During school fieldtrips or days outside the classroom, only volunteering parents are allowed to interact with students, strictly under the guidance and recommendation of the teacher of the class.

Supervising will be done around the entire school, parking lots, every floor and area of inside the school at all breaks, lunch times and any other times necessary that the school needs.

Students are expected to follow all policies and rules of the school at all times. If any rules and policies are broken, the person in charge will take appropriate action to deal with these issues.

To ensure adequate supervision, parents should avoid speaking to teachers who are busy supervising the children. **If you need to talk to a teacher, please make an appointment.** Parents who volunteer to supervise the children will also be required to respect this rule.

You may allow your children to use the playground under your supervision as long as you make sure they follow the school rules for the play areas. For security reasons, children are not allowed back into the school building without their parents.

## V. Homework

Homework is an important part of the learning process.

From the first year, homework fulfills several objectives:

- Reinforce skills that have been introduced in the classroom;
- Invite students to explore new areas or work more intensively on a classroom theme
- Develop independence, autonomy and accountability.

Each student should expect to spend some time completing homework.

It is essential that the schedule and venue be adapted and appropriate. From 15 to 30 minutes estimated per day for a student of CP, 1 hour per day for students of CM2. Prefer the daily schedule and a quiet place without distractions.

In college (middle-school), which is the beginning of the secondary cycle, students are called upon to develop their organizational skills. They are asked to be autonomous in the management of their work. The typical homework load varies between one to two hours per day.

If you have questions about the objectives, content of homework, please contact your child's teacher. Our students learn how to plan their work through the textbook or agenda. If your child does not do his homework, you will be alerted via his diary or an email.

## VI. Care of equipment and acceptable use – connected devices and the internet

It is critical that students not damage textbooks, tablet or laptop in any way, as they are not only expensive but in some cases irreplaceable.

If a student fails to return a textbook, tablet or laptop, or one of them is returned damaged, the student will pay the entire cost.

Each user must respect the rules of ethics regarding computer usage and refrain from doing anything that may have any of the following consequences:

- masking one's identity or misappropriating another's account password,
- accessing or changing any information belonging to other network members without their authorization,
- damaging the integrity and/or sensitivity of a network member, particularly through inappropriate messages, texts or images,
- interrupting the normal function of the network or of any systems connected with the network, modifying or destroying information in any of the systems connected with the network,
- connecting or attempting to connect to any site without proper permission.

### Rules for accessing the internet

The use of web sites is reserved for research that is directly related to school work. Students are also asked to avoid printing in excess. Students must not change the computer configurations, or access any violent or pornographic web sites.

**Using email, on line chat or any social networks such as YouTube, Facebook, My Space, Blogs etc., when not necessary for school work is prohibited. The person responsible for the network can verify one's computer usage at any time.**

### Personal electronic devices policy

Students electronic devices (cell phones, I-pods, etc.) may not be used at any time in the school. They may not be used during class time unless a teacher gives special permission.

## VII. SEND (Special Educational Needs and Disability)

### Aims

The school aims to enable students with special educational needs and/or disabilities (SEND) to achieve their full potential by:

- upholding our commitment to being an inclusive school, where all members of the school community respect and care for each other
- identifying and assessing students with SEND as early and as thoroughly as possible and by offering appropriate advice
- fully involving parents/guardians and, where appropriate, the students themselves in the identification, assessment and delivery of SEND provision and striving for close cooperation between all

- working with the teachers of SEND students to ensure appropriate programmes of study and resources are put in place
- working with external agencies, where necessary, to allow the best possible progress for each individual

Cousteau is fully committed to Inclusion. All students at Cousteau are offered help, advice and support if they have Special Educational Needs and Disabilities (SEND).

The term SEND within the context of this policy refers to all students who require educational provision that is distinct from that usually provided by the school. This could include, but is not limited to:

- Students with physical disabilities
- Students who speak English/French as a foreign or additional language
- Students with a specific learning difficulty (such as dyslexia, dyspraxia or dyscalculia)
- Students with a specific attention or behavioural disorder
- Students who are particularly gifted or talented in one or more areas

## **Defining Special Educational Needs and Disability**

### **How we define Learning Difficulty**

A student is defined as having a learning difficulty if s/he has significantly greater difficulty than the majority of students of the same age or if she or he has a disability preventing or hindering them from making use of educational facilities of a kind generally provided for children of the same age. Children with special educational needs may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, difficulties with speech and language or how they relate to and behave with other people.

### **How we define Disability**

A student is considered disabled if s/he has a physical and/or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. There is no need for the student to have a medically diagnosed cause for the impairment; what matters is the effect of the impairment, not the cause.

### **How we define gifted and talented**

A student is considered gifted and talented if s/he performs at a level considerably beyond his/her physical years in one or more areas of the curriculum.

## **Clarifying meanings of French documents used in the context of SEND**

### **PPRE (Programme Personnalisé de Réussite Éducative):**

This is an individual education plan for a student with learning difficulties and for students identified as gifted and talented to support or stretch the individual according to his/her abilities. It is a document written by the student's class teachers/form teacher and is signed at a meeting between the class teachers / form teacher, the student's parents, the Principal and, where appropriate, by the student him/herself. It is reviewed on either a termly or bi-annual basis.

### **PPS (Projet Personnalisé de Scolarisation):**

This is an individual education plan designed to address and support physical needs of a student when learning is affected as a result. (For example, for a student with dyslexia, dyspraxia, dyscalculia,

autism, etc.) This is for cases when there are professionals from outside agencies involved (occupational therapist, speech therapist, etc). For a student with a PPS, it may be deemed necessary for full or part-time one-to-one assistance by an AVS ('assistant de vie scolaire' or 'one-to-one teaching assistant'). The PPS is a document written by the class teachers / form teacher and is signed by the students' parents, class teachers / form teacher, the Principal and by the external professionals involved. It is reviewed a bi-annual basis.

**PAI (Projet d'Accueil Individualisé):**

This is an individual education plan designed to address and support a condition which requires medication and when learning is not affected as a result. (For example diabetes, allergies.) This is a document written by the Principal and signed by the class teachers / form teacher, the student's parents and by the Principal. It is reviewed on an annual basis.

**Background and admissions**

Cousteau is an independent school that teaches the curriculum set by the French Ministry of Education ("Ministère de l'Education Nationale").

While not an academically selective school, all students who wish to attend must have a good knowledge of French language and, depending on which year group a child is entering, this will sometimes include a good knowledge of written French. An aptitude test in the French language may be requested for children wishing to enter from Kindergarten upwards and a place may be offered conditional on passing this. This requirement applies equally to all applicants including those admitted in priority.

An appointment with the Principal is required in the case of a child with special needs (or long term illness) to assess whether or not the school would be able to support the child adequately. Copies of any existing documentation (reports from SEN experts: educational psychologists, speech therapists, occupational therapists and special needs statements) should be made available to the Principal ahead of this meeting.

If the student is accepted into the School with a known learning or physical disability, the School will make reasonable adjustments to meet his/her needs. If the student is accepted into the School and the needs become identified at a later stage, the School will assess how best to meet those needs in consultation with the parents, teachers and any appropriate external agencies. Regular reviews will be conducted to assess whether or not the school can continue to meet the student's needs adequately or if specialist provision would be necessary. If Cousteau feels that a student has needs that would not be best served within the School, the School Principal would recommend that the student study elsewhere.

Failure to disclose information regarding disability or learning difficulties; either at the time of application or after, may result in the School being unable to offer an adequate level of support.

**Objectives of Provision for SEND students**

- to provide appropriate resources in class, timetabled opportunities for small group work and dialogue with families to advise on ways to further support students with disabilities and/or learning difficulties
- to provide appropriate resources in class, timetabled opportunities for small group work and dialogue with families to advise on ways to further support students who do not have a formal diagnosis, but for whom it has been identified that certain areas of the curriculum pose

difficulty

- to ensure all teaching staff, parents/guardians and external agencies involved with the student are committed to adopting a positive approach to their learning and development and that effective, regular communication exists between them
- to provide extra time to SEND students for examinations if required

### **Special Educational Needs Coordinator**

The School has a Special Educational Needs Coordinator.

### **Support for students**

Students receive support for their learning at Cousteau as follows:

#### **Step 1: Concern raised**

Concerns may be raised by any member of staff at any stage of the student's time in the School. This would usually be an informal discussion between the staff member and the student's class teachers, or between the class teachers and the Principal. The class teachers would usually arrange a meeting with the child's parents to discuss these concerns.

#### **Step 2: Observation and assessment**

If appropriate, class teachers will request that the parents take the child for a formal assessment with an external specialist. This will be arranged between the parents and the specialist and will be carried out at the parents' expense. If necessary, this may take place during school hours.

#### **Step 3: Preparation of individual education plan**

Class teachers will continue to observe the child's progress carefully and will draw up, depending on the nature and on the severity of the difficulty, either a PPRE (Programme Personnalisé de Réussite Educative) or a PPS (Plan Personnalisé de Scolarisation).

Recommendations and findings from formal assessments will be incorporated into the plan. At this stage, the student will be entered into the Learning Support Register. The plan will be reviewed two or three times during the year. Wherever possible, the child will also take part in the review process and will be involved in setting the targets.

The plan will include:

- Short term targets set for the student
- Teaching strategies to be used
- Provisions to be put in place
- When the plan is to be reviewed
- Outcomes and new targets to be set at the time of review

#### **Step 4: Student in Learning Support**

All key Literacy and Numeracy work in class is differentiated to allow students to progress at their own pace. In addition to this, there are opportunities for students to benefit from small ability group sessions. Class teachers are responsible for organising this in their respective year groups to best provide for their specific needs.

#### **Step 5: Learning Support considered external to school**

Based on the findings of the report conducted by the external specialist, it may be deemed helpful for the child to attend one-to-one sessions on a twice-weekly/ weekly/ regular basis for a period of time. Where possible, this should be done outside of school hours, although sometimes it will be decided (as a result of limited hours of availability on the specialist's part or due to child's level of tiredness)

that the student can be removed from school during teaching hours. If so, discussion between class teachers, the specialist and the parents should aim to ensure that the disruption of the child's learning is kept to a minimum. Sessions with external specialists are done at the parents' expense. The School is unfortunately not able to give recommendations of specialists.

#### **Step 6: Conclusion of programme of support**

Progress will be reviewed at regular intervals. Where a programme of support is concluded, the student will continue to be recorded on the Learning Support Register and, where appropriate, his/her PPPE/ PPS reviewed on a regular basis. Should concerns be raised at a future time during the student's school career, it will be possible to reassess their case.

#### **Support for Teachers**

All teachers are supported in their teaching of SEND students in the following ways:

- Staff INSET
- Sharing of information at Cycle (key stage) meetings by class teachers and other adults
- involved in an individual's learning
- Advice through meetings set up with external specialists
- PRF (AEFE's training annual programmes for teachers).

#### **Communication with parents**

The School works closely with parents to ensure they are kept informed regularly of their child's progress. This happens through the bi-annual reports and the bi-annual parent-teacher meetings in Primary, and in Secondary through termly reports and one parent-teacher meeting in the year. In addition to these, class teachers will arrange to meet parents of SEND students once a term to provide feedback on the child's progress and offer ideas for ways to further support the child at home. Should class teachers have any specific concerns at any time during the year, they will contact the family for an additional meeting.

The partnership works best when it is a two-way process and so parents are strongly encouraged to contact the class teachers without delay should they have any specific concerns or to pass on reports or feedback from external specialists who are not in direct contact with the School.

## **VIII. Health and Safety**

Ecole Cousteau is committed to providing a safe and healthy learning and working environment. Students, Staff and Teachers will be guided by the school's health and safety policies in compliance with Work Safe BC Occupational Health and Safety Regulations. Every member of the school has a responsibility for his or her own safety and is expected to be mindful of the well-being of others.

Each student must do the following:

- Behave at all times in such a way as to not cause harm to themselves or to others
- Immediately report all unsafe acts and conditions to the office
- Report all school-related injuries to the office
- Notify the office when equipment needs repair or replacement

Teachers and staff are also reminded to remain vigilant and report any suspicious persons to the office.

## IX. Use of drugs, alcohol or tobacco

It is strictly forbidden to smoke, drink alcohol or abuse drugs on the premises of the school and in front of the school.

## X. Healthy nutrition

Ecole Cousteau operates in accordance with part 4, - *Operations, Division 1- General care requirements 48 of the Child Care Regulation:*

We ensure that each child eats and drinks healthily. A snack and lunch must be brought in from home.

Please provide their lunch in a thermos flasks for hot dishes.

For Preschool and Kindergarten students, please avoid food that is difficult to eat alone or that requires a lot of preparation (unpeeled fruits for example).

All children should have their own drink, cutlery and a napkin.

We encourage:

- Variety, healthy eating and nutritional habits (fruit, vegetables etc.)
- Drinking water!

We discourage

- Candies, sugary snacks, peanuts and foods that may contain nuts
- Sugary drinks, as they reduce a child's appetite for healthier foods
- Strongly the sharing of food amongst the children in order to limit allergy risks – please discuss this with your child

Although drinking water is available at the school, all children are advised to bring their own beverage or water every day in an aluminum or reusable canteen that they can refill.

Do not forget the snacks!

Some children are hungry at snack time; please provide enough food for your child.

Additional snack: Children staying at school after 3:00PM need an additional snack.

NOTE:

- If the children are encouraged to eat what they brought from home, no child is forced in any way to eat what he/she doesn't want.
- Refrigerators are available for perishable foods in each pre-school classroom ONLY.

**If the child is on a special diet or has an allergy, please make sure that the teachers and the administration have been informed in writing. If a medical treatment is necessary, please contact the administration to ask for the document authorizing the staff members to administer medication to your child. No medication will be administered without this document and the doctor's prescription.**



## XI. Accidents and medical alerts

If any student is seriously injured or ill, the administration department will call an ambulance immediately. The following details are to be provided:

- student name
- location
- number of people involved
- details of the medical emergency
- medical alerts in student files (if any)

The administrative staff will escort or direct the ambulance/medical personnel to the site of the emergency. Ecole Cousteau staff will administer first aid in the meantime and inform the parents/guardians. A first-aid kit is always on-hand at the front desk.

The principal will follow up the process by writing a report, which will be placed in the student's file.

## XII. Transport, field-trip, off site course work safety

### Administrative Procedures

- The principal or designated administrator must ensure that all school field trips are appropriately planned, authorized, organized, and supervised.
- All field trip documents related to the approval, planning, communication, and written informed consent shall be stored at the originating school and retained on file.

Safety is our number one priority. At Ecole Cousteau, we put in great effort to ensure students and staff observe safety issues when leaving the school for off-site coursework or a field trip. The following guidelines should be adhered to:

- A suitably equipped first-aid kit will be available on all school bus trips (including mini bus) and on all outdoor education trips.
- Students on trips shall always be under the supervision of a teacher. There is to be NO unsupervised time or “free time” provided for students.
- Signed parental/guardian consent forms must be signed and returned to the school prior to departure. For recurring off-site activities (eg: for Physical Education classes), one form signed at the beginning of the term will suffice as long as details are given about the frequency and nature of activities.
- Student emergency contacts and health information should be included on consent forms. A copy of this information will be kept on file at the school.
- Students are instructed to stay with the group at all times. If they need to separate they must be accompanied by a staff member. The admin staff is in charge of calling parents in the case of a child is not present at the field trip, if the family didn't inform the teacher in charge of the class.
- Attendance will be taken in the class before the Field Trip. The attendance report is given to the administration staff.
- Attendance will be taken at every stop to ensure that every student is present.

- A phone number is provided for students to contact at all times of the day.

### **Transportation**

Transportation of students by private vehicles shall be in accordance with Board Policy 607:  
<https://www.sd44.ca/Board/PoliciesProcedures/Series600/Policy607/Pages/default.aspx>

## **XIII. Non discrimination and harassment policy**

The responsibility of Ecole Cousteau is to ensure that students are subjected to a positive working and learning environment that is free from discrimination and harassment. Ecole Cousteau does not condone and will not tolerate any behavior that is deemed discriminatory and or harassing. Members of the school that are found to have harassed or been discriminatory towards others will be disciplined including but not limited to suspension or dismissal from the school.

### **Procedures**

Ecole Cousteau encourages any individual who believes that he/she has been discriminated against to inform or office immediately. Ecole Cousteau is committed to providing all members with a safe and healthy learning and working environment.

Ecole Cousteau understands the importance of confidentiality. The school will respect the rights of the defendant and the complainant and will keep all proceedings private. Ecole Cousteau will however divulge information to the appropriate authorities when legally obliged to do so. If the complainant would like to bring forth witnesses, the complainant will be asked to sign a release form.

### **Informal Process**

Ecole Cousteau encourages anyone who feels that he/she has been harassed or discriminated against to talk to the alleged harasser and to tell the person that the behaviour is inappropriate and that he/she wants the person to stop this behaviour. If the complainant does not feel comfortable doing this, the complainant may seek advice from the teacher of the class, the teacher will deal with the situation using the code of conduct that has been signed by all parties at the beginning of the year. The teacher will ask the counsellor for advice in resolving the situation. The teacher or the counsellor will advise the Principal of the resolution. The teacher, the counsellor, and ultimately the Principal will counsel the complainant and suggest some informal options for resolving the situation.

A complainant may choose to use the informal or formal process at any time.

### **Formal Process**

A formal process would occur under the following circumstances:

- a) The complainant decides after the initial meeting with the teacher or the counsellor to pursue with a formal complaint
- b) The Principal feels that the nature of the harassment deems a formal complaint

**Step 1:** The complainant will be asked to provide the Principal with a written statement providing as many factual details as possible. All email discussions and meetings will be documented, signed by all parties, and the proper files sent to the participants involved.

**Step 2:** The Principal will meet with the complainant, the defendant and any witnesses.

The defendant will have an opportunity to provide his/her interpretation of the situation. All discussions will be documented.

At any point during the formal process, the Principal and the people involved (teacher/class assistant/counsellor/SEL committee members) may decide to resolve the situation informally in accordance with the family.

**Step 3:** The Principal will make a decision and submit it in writing to the parties involved.

**Step 4:** If the defendant is found to have harassed or discriminated against the complainant, disciplinary action will be taken including but not limited to suspension or dismissal. The level of disciplinary action will be determined on the merits of each individual case.

If the complainant or defendant is not satisfied with the results of the internal investigation he/she may request that a third party be involved.

If the Principal deems that the harassment or discrimination requires more severe sanctions, the school will notify the appropriate authorities that will conduct their own investigation.

During this process, no child or parent name will be mentioned in any communication sent to any member of the community who is not directly involved in resolution of the case. No social media stream shall be used to name a child, a parent, any member of the School's community and the School itself in relation to the resolution of a case.

A person making a false, frivolous or malicious complaint will be subject to discipline.

## XIV. Bullying

We refer to ERASE bullying:  
<http://www.erasebullying.ca/bullying/bullying.php>

### What is bullying?

- 1- Bullying is defined as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.
- 2- The following types of bullying behaviour are included in this non-exhaustive definition:
  1. Deliberate exclusion, malicious gossip, and other forms of relational bullying;
  2. Cyber-bullying; and
  3. Identity-based bullying such as homophobic bullying, racist bullying, and bullying those with disabilities or special educational needs.

In addition, placing a one-time offensive or hurtful public message, image, or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by others will be regarded as bullying behaviour.

**Isolated or one-time incidents of intentionally negative behaviour including a one-time offensive or hurtful text message or other private messaging do not fall within this definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour. A single incident can have a serious effect on a student and may also constitute harassment, which is legally**

**prohibited in schools. Harassment is any form of unwanted conduct related to any of the nine discriminatory grounds (gender including transgender, civil status, family status, sexual orientation, religion, age, disability and race).**

### **Types of bullying**

The following are some of the types of bullying behaviour that can occur amongst students:

- Physical aggression: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While students often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.
- Intimidation: Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression, which conveys aggression and/or dislike.
- Isolation/exclusion and other relational bullying: This occurs when an individual is deliberately isolated, excluded, or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the student in public places, by passing notes or drawings of the student to others or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".
- Cyber-bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.
- Name calling: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name-calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.
- Damage to property: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a student's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

- **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted student not delivering on the demand). A student may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

At Ecole Cousteau, we believe that the students and staff can share the responsibility to fight bullying whenever and wherever it occurs. It is important to report any bullying as this matter is taken seriously and is handled in a very sensitive manner.

The aim of any anti-bullying strategy is to create an environment where bullying is not tolerated. All members of Ecole Cousteau should contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

**At the beginning of each school year, all staff members attend an “Erase bullying” workshop to be fully aware of this topic.**

**During parent/teacher meetings in September, the school counsellor will inform parents about our anti-bullying policy and the ways the school approaches it. The Social and Emotional Learning committee formed by teachers and class assistants will address this topic with the community. Throughout the year, training will be conducted in this area.**

**At present, the School is reflecting on how to include this topic in its general curriculum, be it through readings both at school and at home, theater plays at school, etc.**

**In September 2018, an anonymous letterbox will be at the disposal of students. Any student will be able to safely inform the school of any bullying situation that he/she has witnessed or of which he/she is the victim.**

### **Procedures for investigating and dealing with bullying**

The first respondent to lead any investigation will be the adult who was first made aware of the situation. In many cases, it will be a teacher, although it could be the counsellor or the principal. The primary aim for the first respondent in investigating and dealing with bullying is to resolve any issues and to restore, as much as possible, the relationships of the parties involved (rather than to apportion blame).

In investigating and dealing with bullying, the respondent will exercise his/her professional judgment to determine whether bullying has occurred and how the situation might be best resolved.

All reports, including anonymous reports of bullying must be investigated and dealt with by the first respondent. As such, students will gain confidence in ‘telling’. This confidence is of vital importance. It should be made clear to all students that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

Non-teaching staff such as secretaries, special needs assistants, bus escorts, caretakers, or cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the counsellor or the principal;

Parents and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as much as practical, the relationships of the parties involved as quickly as possible;

It is very important that all involved (including each set of students and parents) understand the above approach from the outset;

Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;

All interviews will be conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved can also provide very useful information in this way;

When analysing incidents of bullying behaviour, the first respondent should seek answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example in dealing with conflict effectively, in a non-aggressive manner;

If a group is involved, each member will initially be interviewed individually. Thereafter, all those involved will meet as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;

Each member of a group will be supported throughout the process, particularly from potential pressures they may face from the other members of the group after being interviewed by the first respondent;

It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);

In cases where it has been determined by the first respondent that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken. The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their students. At that point, the principal will be directly involved – if that has not yet been the case.

If it has been determined that a student has been engaged in bullying behaviour, the principal will make clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the student being bullied;

It must also be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her parents, and the school;

Potential disciplinary action includes, but is not limited to, suspension (for any numbers of days) or dismissal. The level of disciplinary action will be determined on the merits of each individual case, by a committee made of the principal, the counselor, the first respondent, and a member of the Safe School Committee.

Follow-up meetings with the relevant parties involved should be arranged separately with the goal of possibly bringing them together at a later date if the student who has been bullied is ready and agreeable. This can have a therapeutic effect;

All email messages and meeting minutes will be added to the report.

Meeting minutes will be written and signed by all parties that will receive copies.

In determining whether a bullying case has been adequately and appropriately addressed, the Principal, in consultation with the first respondent and the counsellor will, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased.
- Whether any issues between the parties have been resolved as far as is practical.
- Whether the relationships between the parties have been restored as far as is practical.
- Any feedback received from the parties involved, their parents.

In the case when a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents may request that a third party who is engaged in the

School's community, be involved.

If the Principal deems that the bullying requires more severe sanctions, the Principal will notify the appropriate authorities who will conduct their own investigation.

During this process, no child or parent name will be mentioned in any communication sent to any member of the community who is not directly involved in the solving of the case. No social media stream shall be used to name a child, a parent, any member of the School's community and the school itself in relation to the resolution of a case.

Frivolous Complaints: A person making a false, frivolous, or malicious complaint will be subject to discipline.

### Procedures for recording bullying behaviour

All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour must adhere to the following:

While all reports, including anonymous reports of bullying must be investigated and dealt with by the first respondent, the principal will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.

### Template for recording bullying behaviour and actions

1. Name of student being bullied and class group

Name \_\_\_\_\_ Class \_\_\_\_\_

2. Name(s) and class(es) of student(s) engaged in bullying behaviour

3. Source of bullying concern/report

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents (tick relevant box(es))

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Name of person(s) who reported the bullying concern

6. Type of Bullying Behaviour (tick relevant box(es)) \*

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. If the behaviour is considered identity-based bullying, indicate the relevant category (homophobic, disability/SEN related/ racist/ other- specify)

8. Brief Description of bullying behaviour and its impact

- 9.Details of actions taken  
10.List of emails and meeting minutes

Signed \_\_\_\_\_ (First respondent)  
Date submitted \_\_\_\_\_ Signed (Principal)

## XV. Disciplinary measures

Referring to the BC Guide: Safe, Caring and Orderly Schools - a Guide  
<http://www.bced.gov.bc.ca/sco/guide/scoguide.pdf>

Cousteau strives to create a positive working environment. A positive school climate means that all members must feel welcomed and respected.

- We develop respectful and positive behaviours in our students.
- We seek to educate more than simply punish disrespectful behaviour.
- We highlight interventions upstream and in progress. We are proactive in prevention.
- Any disrespectful behaviour may result in consequences.
- We rely on an ongoing dialogue with families regarding the behaviour of their children.
- We help students learn from their mistakes.
- We ensure that disrespectful behaviour does not negatively impact learning.

Students who fail to comply with school rules will be subject to sanctions. These penalties may range from a first written warning to parents and a telephone call, to the point of being sent back for serious offenses, as defined in our sanctions policy.

## XVI. Sanctions - scale

Students who do not follow the rules and policies set out in the Code of Conduct or whose behaviour or actions in any way adversely affect the emotional, psychological and physical well-being of other members of the Cousteau School will be subject to Disciplinary sanctions.

### Scale of penalties:

-1st offense: Verbal warning, the student must apologize

-2nd offense: written warning to parent/guardian; the student must write a note to explain the reasons behind his/her actions, why they are not aligned with the code of conduct, whether there were implications for the others, what s/he should have done differently, as well as provide written apologies to the other child/ren

-3rd offense: written warning to parent/guardian followed by Class Suspension: with same work for the child and both files sent to the parents

-4th offense: Reference

The school will document in the student file everything that has happened previously and keep it until the school student file is sent to his next school, college, or university.



All incidents subject to disciplinary action under this policy will be documented and retained in the student's record.

Some examples of serious misconduct:

- The use of illicit drugs
- Discriminatory or disrespectful behaviour towards staff, teachers, or other students
- Fights
- Acts of intimidation, harassment, or bullying

It should be noted that in some serious cases, dismissal might occur. These cases will be dealt with in accordance with the British Columbia Human Rights Code and / or the Criminal Code.

## XVII. Appeals

All academic decisions affecting students and any disciplinary action taken against individual students are subject to an appeals policy and procedure.

Appeals may be lodged by students or parents. Any decisions made under the appeals policy will be in accordance with the principles of “procedural fairness” (also called “natural justice”). This means that a person must receive a fair and unbiased hearing before a decision is made that will impact their rights or interests. What constitutes a fair and unbiased hearing will vary from case to case according to circumstances.

### Dispute Procedures for Students

Students who wish to register a complaint about a class, course content, teacher, or a complaint about disciplinary action taken against them are asked to do the following:

**Step 1:** The student must first discuss the complaint with the teacher or member of staff with whom the problem originated. If it is impossible to discuss the matter with the teacher, the student should discuss it with the Principal who will make arrangements for a meeting with teacher. Most problems are resolved at this stage.

**Step 2:** If the problem is not resolved at step one, the student may address the grievance in writing to the Principal. The Principal will discuss the matter privately with each person and then with all the persons involved in an attempt to solve the problem.

**Step 3:** Appeal to a Board of Appeals

If the first two steps of the appeal do not bring about a satisfactory resolution, the Principal will obtain the services of the Board of Appeals (composed of the Principal, two teachers, the counsellor, the support teacher and one member of the administration chosen by the Principal) who will determine how the dispute will be resolved in the best interests of both parties.

*« If a decision of an employee of a board significantly affects the education, health or safety of a student, the parent of the student or the student may, within reasonable time from the date that the parent or student was informed of the decision, appeal that decision to the board. »* Under s. 11(3) of the School Act, a board is required to establish a procedure for the purpose of hearing appeals.

**Step 4:** Appeal to a Superintendent of Appeals.

If the first three steps of the appeal do not bring about a satisfactory resolution the Board of Appeals will obtain the services of an arbitrator who will determine how the dispute will be resolved in the

best interests of both parties. The decision of the arbitrator will be binding on both parties. If an appeal to the Board of Appeals does not resolve your concerns, you may appeal to a superintendent of appeal, as long as the matter falls within the scope of the Appeals Regulation.

### **Dispute Resolution and Appeals Procedure for Parents**

Parents who wish to make a complaint about the curriculum, the instructional staff, or disciplinary actions applied to their children are asked to do the following:

**Step 1:** The parents should first request an appointment with a member of the administration in order to clarify the problem. The Principal then will discuss the matter with the appropriate person, try to resolve the problem, and report to the parents. If further meetings with school staff are required, the Principal will make the arrangements and provide translation services where required.

**Step 2:** If the problem is not resolved at step one the parents may address the grievance in writing to the Principal. The Principal will discuss the matter privately with all the persons involved and then will call a meeting of the admissions advisor, the parents, and staff members who may be involved. Translation services will be provided where necessary.

#### **Step 3: Appeal to a Board of appeals**

If the first two steps of the appeal do not bring about a satisfactory resolution, the Principal will obtain the services of the Board of appeals (composed of the Principal, two teachers, the counsellor, the support teacher and one member of the administration chosen by the Principal) who will determine how the dispute will be resolved in the best interests of both parties.

*« If a decision of an employee significantly affects the education, health or safety of a student, the parent of the student or the student may, within reasonable time from the date that the parent or student was informed of the decision, appeal that decision to the board. »* Under s. 11(3) of the School Act, a board is required to establish a procedure for the purpose of hearing appeals.

#### **Step 4: Appeal to a Superintendent of Appeals**

If the first three steps of the appeal do not bring about a satisfactory resolution, the Board of appeals will obtain the services of an arbitrator who will determine how the dispute will be resolved in the best interests of both parties. The decision of the arbitrator will be binding to both parties. If an appeal to the Board of appeals does not resolve parental concerns, one may appeal to a superintendent of appeal, as long as the matter falls within the scope of the Appeals Regulation.

We refer to the BC Policy :

<http://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-disputes-and-appeals/appeal-to-a-superintendent-of-appeals>

## **XVIII. Child abuse and neglect**

It is the policy of Ecole Cousteau to report to a child protection social worker any perceived case of willful neglect or abuse of any child in our school. The school ensures that there shall be no abuse and neglect, whether physical, emotional, or sexual of any participant in any of its programs. This is done because of the School's concern about child abuse and because it is legally required under the Child, Family and Community Service Act.

This policy is in-line with the procedures described in the Ministry's document "Supporting our

students: A guide for Independent School Personnel responding to child abuse".

We refer to the BC HandBook for Action on Child Abuse and Neglect January 2016  
[http://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook\\_generalpublicbooklet.pdf](http://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_generalpublicbooklet.pdf)

### Statement of Purpose

Ecole Cousteau is committed to seeking better ways to keep our students safe. Protecting participants from all forms of abuse and neglect, whether emotional, physical, or sexual, is an important element of safety. Ecole Cousteau considers any form of abuse or neglect to be unacceptable and will do all it can to prevent this intolerable social problem.

### Recognition and Prevention of Abuse Policy - Definitions of abuse

Child abuse is any form of physical, emotional, and/or sexual mistreatment or lack of care which causes physical injury or emotional damage to a child. A common characteristic of all forms of abuse against children and youth is an abuse of power or authority and/or breach of trust. Across Canada a person is considered a child up to the age of 16 to 19 years depending on provincial/territorial legislation.

- **Emotional Abuse**

Emotional abuse is a chronic attack on a child's self-esteem; it is psychologically destructive behaviour by a person in a position of power, authority or trust. It can take the form of name-calling, threatening, ridiculing, berating, intimidating, isolating, hazing or ignoring the child's needs.

- **Physical Abuse**

Physical abuse is when a person in a position of power or trust purposefully injures or threatens to injure a child or youth. This may take the form of slapping, hitting, shaking, kicking, pulling hair or ears, throwing, shoving, grabbing, hazing or excessive exercise as a form of punishment.

- **Neglect**

Neglect is chronic inattention to the basic necessities of life such as clothing, shelter, a nutritious diet, education, good hygiene, supervision, medical and dental care, adequate rest, safe environment, moral guidance and discipline, exercise, and fresh air.

- **Sexual Abuse**

Sexual abuse is when a young person is used by an older child, adolescent, or adult for his or her own sexual stimulation or gratification.

We will nominate at least two 'Appointed School Officials', a member of staff and the Principal, who will be responsible for working with child care workers to determine whether a child has been harmed by someone who works or volunteers at the school, or works on contract for the school.

Child Abuse and Neglect Policy Appointed School Officials (2018/2019 School Year):  
Principal and Anaïs Golshani (receptionist)

Our appointed school officials, staff, and teachers will be aware of, and alerted to, signs of child abuse

or neglect. If a student discloses being abused or neglected, or if is suspected that a student has been or is likely to be abused or neglected, the primary school official will talk with the child first, being calm and supportive.

*\*\*If students are being abused or neglected, please speak to any staff right away.*

*\*\*If it is not possible to get to staff right away please phone the helpline for children at 310-1234 or 9-1-1 for emergencies.*

If we think a child or youth under 19 years of age is being abused or neglected, we have the legal duty to report your concern to a child welfare worker.

Phone 1 (800) 663-9122 at any time of the day or night.

If a child is in immediate danger, the police will be called (call 9-1-1 or your local police) to intervene and a child protection social worker should be contacted to determine whether the child is in need of protection.

To make a report, we call 1 (800) 663-9122 any time of the day or night. The person who answers will make sure your concerns are directed to the right place.

## XIX. Personal information privacy

Ecole Cousteau shall establish and maintain a student record for each student in accordance with the Ministerial document *Student Records: Requirements and Best Practice Guidelines – June 2012*, and with reference to *The Independent School Act* (section 6.1), sections 9 and 10 of the *Independent School Regulation (the Regulation)*, and the *Student Records Order* (I 1/07).

### **PERSONAL INFORMATION PROTECTION ACT (PIPA)**

PIPA came into effect on January 1, 2004. Three basic principles in PIPA are:

- The independent school authority must not collect, use or disclose personal information without the consent of the individual (unless otherwise permitted under PIPA).
- During or before the process of collecting personal information about an individual from the individual, the independent school authority must disclose to the individual verbally or in writing the purposes for the collection and, on request, contact information.
- The independent school authority may only collect, use, or disclose personal information for the purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes Ecole Cousteau disclosed or are otherwise permitted under PIPA.

Under PIPA, students, parents and employees have the right to access their own personal information held by Ecole Cousteau.

Furthermore, under PIPA, a parent or guardian of a minor may exercise the rights of the minor to access personal information of the minor if the minor is incapable of exercising this right under that section of PIPA. Moreover, the commissioner under PIPA can investigate complaints about Ecole Cousteau's handling of personal information.

Ecole Cousteau has taken the following steps to comply with the legislation:

- designated the Principal as the person responsible for compliance with PIPA.

- developed and followed policies and practices in order to meet the obligations under PIPA and made these available to students, parents and employees through the student/parent handbook and staff/teacher handbook.
- developed a process to respond to complaints regarding the application of PIPA (see below).

### **Complaint-Handling Guidelines and Process**

The Principal is responsible for receiving and handling complaints about the organization's compliance with the Act.

The procedure for handling and responding to privacy complaints is communicated through the parent handbook and staff/teacher handbooks.

- a) Complaints may be made verbally or in writing.
- b) Complaints should immediately be brought to the attention of the Principal.
- c) Staff, upon request, should be able to inform an individual of the procedure for making a complaint and who to contact within the organization about the complaint. A complainant should also be informed of the right to complain to the Information and Privacy Commissioner if he or she is not satisfied with the organization's response to the complaint.
- d) When the complaint is received by the Principal (or other individual responsible for responding to privacy complaints), the date the complaint was received should be recorded.
- e) If the complaint was received verbally, the nature of the complaint (e.g. delays in responding to a request, incomplete or inaccurate responses, or improper collection, use, disclosure or retention) should be recorded.
- f) Receipt of the complaint should be acknowledged promptly.
- g) If necessary, the complainant should be contacted for clarification.
- h) Complaints received shall be investigated thoroughly by the Principal or, if necessary, by another party with specialized knowledge.
- i) To ensure the complaint process is fair, impartial and confidential, the investigation shall not be assigned to the subject of the individual's complaint except in extenuating circumstances (e.g. sole proprietorship).
- j) The investigator will be given access to all relevant records, employees, or others who handled the personal information or access request.
- k) Where the complaint is justified, appropriate measures will be taken to rectify the situation, including correcting information handling practices and policies where necessary and communicating those changes to relevant staff.
- l) individuals will be notified of the outcome of investigations clearly and promptly, informing them of any relevant steps taken.
- m) All decisions will be recorded to ensure consistency in applying the Act.
- n) Follow up will take place to verify that required changes to policies, procedures, or practices have been undertaken.

See also :

[www.bced.gov.bc.ca/independentschools/is\\_resources/pipa\\_act.htm](http://www.bced.gov.bc.ca/independentschools/is_resources/pipa_act.htm)

<http://www.oipc.bc.ca/tools-guidance/guidance-documents.aspx>

<http://www.oipc.bc.ca/for-private-organizations.aspx>

## XX. Use of student pictures

In the context of our teaching, we may use pictures of our students:

- On various school publications, for our families (newsletter, class diaries, exhibitions inside the school, school magazine, etc.).
- For external public, on websites (the school website, our partners' websites), social media or promotional material.

Student work never includes the surname, only the first name should be written.

No photograph of a student can be published without the parents' written consent form, signed at the beginning of the school year.

## XXI. Financial agreement

Parents are required to read, sign and approve the Enrollment Contract for each child enrolled. This document is a contract in the sense of the law.

Guidelines for the Community - Learning, Behaving, Living together Handbook  
School year 2018/2019

I (WE) HEREBY \_\_\_\_\_  
certify that I (we) have read, understood and agreed to the whole content of the  
“Guidelines for the Community - Learning, Behaving, Living together Handbook” for the  
school year 2018/2019 that was sent to me (us) from Cousteau, the French  
International School of Vancouver on September 10<sup>th</sup>, 2018.

I commit myself (we commit ourselves) to respect the rules and policies presented in  
this Handbook.

This Handbook is also available on the school website.

Date: \_\_\_\_\_/\_\_\_\_\_/2018

Parent(s) Signature(s):

\_\_\_\_\_