

2. School Life at John Calvin School

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2.1 Subject Rationales (From *Mission of Stewardship*)

2.1.1 Fine Arts

All students should have experience in the Fine Arts, which include Music, Visual Arts and Drama. These curricular components will contribute to the further development of the knowledge, skills and attitudes for responsible stewardship.

2.1.1.1 Visual Arts

It is important that Christians recognize the place and responsibility of art in the world. Students who receive art instruction and participate in art activities can obtain a view of God's world which sees art as one important aspect of God's creation. They can find new ways to express their perceptions and experiences through exploration, invention, shaping and sharing. Their abilities to respond to God and His world through the use of their gifts can be enhanced through instruction in art techniques. Patience and personal discipline are also nurtured through the careful working of our aesthetic problems. Thus the visual arts have an important place in the Christian school Fine Arts curriculum.

2.1.1.2 Music

Because music is ultimately an expression of one's world view, it is imperative that students develop a biblical perspective of music that encompasses the knowledge, skills and attitudes for a lifetime of praise.

2.1.2 Humanities

2.1.2.1 Biblical Studies

Biblical studies are done so as to equip the students for every good work (2 Tim. 3.16). These studies are designed to enable the students to explore the Biblical motifs of creation, fall and redemption, as well as to share the revelatory unity of the Bible. (See also 1.4 **Our Basis**)

2.1.2.2 Church History

Together with Biblical studies, Church History is the study of the great and wonderful deeds of the LORD through history. The old but good adage, 'History is His story' gives focus to Church History and points the teacher to look at the events in the world and in the Church from the perspective of Psalm2:

*Why do the restless heathen madly rage?
What haughty schemes are they in vain contriving?
The kings and rulers of the earth engage
In rash attempts to plot their empty striving....
Though proudly now they raise their battle cry,
How vain is all their frenzied opposition!
The LORD, who sits enthroned in heaven on high,
Laughs them to scorn: He has them in derision.....
"I've set my King," so runs His proclamation,
"Upon Mount Zion, on My holy hill."¹*

¹ *Book of Praise*, Anglo-Genevan Psalter (Premier Printing, Winnipeg, 1984.)

Church History therefore is the study of God's mighty acts of gathering, defending and preserving His Church, as He marches history toward its final consummation. Although the church be few in number, it will always remain. The LORD will not allow anyone to snatch His chosen ones from His hand.²

2.1.2.3 Social Studies

History introduces students to God's plan, man's task, and man's response. Man is God's instrument as the 'maker' of history; he is culturally unfolding creation. Students must be exposed to the cultural links of this unfolding and learn to acknowledge their place and responsibilities in subsequent links as well as become able to make responsible decisions.

Geography is the study of the interaction of people and their environments. In dealing with these topics, students will come to realize and acknowledge that the earth is the Lord's and they must share earth's resources. This study would also include acquiring skills to read, graph, and interpret geographical media and tools.

2.1.2.4 Language Arts

Language is God's gift to man to communicate with God and each other. Students must acquire the skills to use the means of communication to effectively fulfill their mandate as Christians in society. Through language, students will understand more clearly the culture of a people and appreciate its heritage.

Children of God need to communicate effectively with their Maker and fellow human beings. Drama is one of the tools in this development of skills and attitudes necessary for effective verbal and non-verbal communication. It fosters among other things, the ability to discuss feeling, express ideas and emotions clearly and more appropriately and with confidence.

2.1.2.5 French

Man's perfect personal communion with his Maker, with others and with creation was broken when the man and woman disobeyed God, when they chose the way of self-dependency and self-glorification.³ The brokenness that resulted is as evident in language as it is in all other aspects of life. The brokenness that resulted is as evident in language as it is in all other aspects of life. The brokenness becomes apparent in language misunderstandings which create broken relationships. The healing power of Jesus Christ extends to the use of languages as well as to all other aspects of life. Effective use of language enhances the ability to serve God and man in a loving, God-honouring manner.⁴

Through the study of French, students will develop a greater awareness of their Francophone fellow Canadians and thereby come to a better understanding of what Canada is. The student will also develop a better ability to communicate with other fellow Canadians, thereby enhancing the possibility of mutual understanding. By teaching French we hope to provide a feeling of satisfaction and accomplishment from the ability to speak, understand, read and write Canada's other language.

² *Belgic Confession*, Article 27; *Psalm 105*; *Heidelberg Catechism*, Lord's Day 21: qu. & ans. 54.

³ Genesis 3 & 11

⁴ Steensma, Geraldine J., *Shaping School Curriculum*. Haute, Ind.: Signal, 1977

2.1.3 Practical Arts

2.1.3.1 Physical Education

The starting point for a physical curriculum is the belief that we are called to honour God with our bodies.⁵ That means that the main aim of physical education is to help students develop and maintain acceptable motor proficiencies, health fitness, and physical skills in a variety of activities. This is particularly important since human beings are a unity and their physical health affects their emotional, mental, and spiritual state. Students must become sensitive to the potential of their bodies, how they function, and how they should care for them.

2.1.4 Sciences

The Sciences strand includes the two subjects, Mathematics and Science. These two topics have the distinctiveness that they provide an opportunity to explore God's creation in the physical realm.

2.1.4.1 Science

Science is the study of God's creation - the laws and principles that He has placed there, the control that He exhibits over it, and His continual providential care for the cosmos. The strand of science in our schools allows the students to explore, discover, and appreciate the magnitude of God's creation, leading the student to stand in awe of God and His creation and enabling them to see the role it plays in shaping society.

Science is:

- people's attempts to search out, describe, understand and explain the order that God has set in creation;
- a human explanation of the phenomena of creation and so is subject to sin and error;
- tentative, in that science must be measured by God's Word, knowing that man sees through a glass darkly;
- a tool that helps us make sense out of creation.

2.1.4.2 Mathematics

Mathematics is the discipline that investigates and describes the numerical and spatial aspects of the universe around us. Through the study of numbers, the student is brought to a better understanding that God is a God of order and has put the unchangeable laws of numbers in His creation for man to uncover and enjoy.

Mathematical experiences should enable students to have respect for God's laws for creation, and trust in the dependability of God upholding these laws-structures. Mathematical skills, such as ordering, analyzing, and interpreting, will help students solve everyday problems and explain quantitative aspects of situations we face. Mathematics is, together with the study of logic, another language in which we can understand God's created world.

⁵ 1 Corinthians 6.20

2.2 Special Education and Learning Assistance

We recognize that not all students have the same abilities or learn in the same way. Students with special needs are registered as members of a regular class, their educational planning starts there, and as much of their educational program as possible is provided there.

We provide both **Learning Assistance** and **Special Education** programs to help meet the needs of all students in the school.

Although these two services overlap, they each have a somewhat different purpose. **Learning Assistance** generally refers to the help provided for one, or a small group of students in a specific subject area, usually not exceeding 15 minutes daily (1.25 hours per week). This assistance can be short term (8 - 12 weeks), or may continue for most of a school year.

Special Education is the term given to teaching/learning situations in which students with *special needs* require adaptations to some or all of their school day. Students with special needs include those with visual, auditory, physical, or chronic health impairments; speech or language disorders, learning disabilities; behaviour disorders, mental handicaps, as well as those who are highly gifted. The needs of these students are especially unique and therefore, the most suitable individualized program is designed only after close consultation between parents, classroom teacher, special education teacher and the principal.

Both L.A. and Sp.Ed. programs may be carried out in either the regular classroom or in the L.A. classroom, depending on the specific requirements of each situation.

The L.A./Sp.Ed. teacher can provide:

- 1) assessments of students in specific or generalized educational areas.
- 2) advice or teaching/learning resources to other staff in the school.
- 3) advice or teaching/learning resources to parents.

In addition, a speech/language therapist is available for consultation and assessment for speech/language disorders.

2.2.1 Protocol:

How does a student qualify for learning assistance? The home room teacher has the primary responsibility in determining the learning needs of each student in his/her care. Therefore learning assistance referrals are made through the regular classroom teacher, after consultation with the student's parents. Please remember, however, that the available time in learning assistance is limited and therefore, teachers will usually appeal to the parents to provide **help at home first**. If these extra forms of help are not enough, then we will use the resource of our learning assistance teacher. If parents insist on L.A. for their child when the teacher thinks that L.A. is not the proper solution, parents should consult the principal. Wherever that is appropriate, a meeting with the relevant parties may resolve the difference of opinion.

Parents of students who have had L.A. in kindergarten or who have had a history of ear problems, are asked to bring these things to our attention on the Kindergarten registration form.

Parents of students requiring Sp.Ed. programs should notify the board, principal and/or L.A./Sp.Ed. coordinator as early as is possible or feasible. To assist the board and staff in long range planning (e.g.: additional training for staff, additional staff, physical adaptation to facilities), it would be helpful if parents would notify the board even a year or two in advance of the child's enrolment so that adequate preparations can take place.

2.3 Behaviour and Discipline

2.3.1 Expectations for Student Conduct

Our school was instituted for the instruction of covenant children. Instruction at a reformed school is part of the training in godliness which parents have promised to provide for their children. In the covenant, God promises everything, but also demands much in the way of thankful obedience. It follows therefore, that the school as well as the home are part of the training ground for life within the covenant. Consequently, the emphasis on behaviour and discipline strategies must be positive and pro-active. **Children have to learn to live what they are taught to confess;** they must learn that there is great reward in living in obedience.

The demand to live obediently in accordance with the demands of the covenant law, brings certain expectations of how children are to conduct themselves whether they are at school or elsewhere. Therefore we have included Galatians 5.22⁶ on the front of our student term reports as an ideal standard.

At the John Calvin School, pupils are expected to:

- 1) demonstrate respect for and obedience towards the Word of God as it is taught in the school. This means that opinions, decisions, and conduct are submitted to the authority of the Scriptures. This also includes a willingness to be corrected by the Word of God.
- 2) demonstrate respect for and obedience to the teachers as those set in authority over them. This respect can be shown by addressing teacher by their proper titles, by speaking politely without backtalk, and by accepting and submitting to their instruction and discipline.
- 3) demonstrate respect for fellow pupils who are their fellow heirs in the covenant. This respect can be shown through the way in which they treat the person, property, and feelings of others.
- 4) stand up for what is right in our life before the LORD. This may mean speaking out against wrong doing. It includes encouraging peers in doing good rather than evil.
- 5) use language respectfully in service to God and their neighbour. Verbal abuse of any kind is sin and cannot be tolerated.
- 6) dress in a manner that clearly reflects a Christian lifestyle.
- 7) demonstrate respect for school as well as their own property by taking care of the things entrusted to them and leaving alone what does not belong to them.
- 8) obey the school rules without complaining or trying to undermine them. They are there for the physical and spiritual well-being of everyone.
- 9) admit and apologize for wrongdoings and to accept the consequence that may follow.

2.3.2 Punishment

Teachers stand in the place of the parents. When children do wrong at school, it falls to the teacher to correct them in love based on a true concern for their spiritual well-being. Punishments have to be just, and appropriate for the nature of the offence and the character and age of the child. Because all children are different, it is neither possible nor right to punish them all in exactly the same way. In some cases, a word of reproof is enough. Keeping children in at recess, taking away a certain privilege, or giving them an assignment are other forms of punishment.

Corporal punishment will not be used. If the teacher, in consultation with the principal, feels the child needs a stronger form of discipline than we may legitimately administer, then the parents will be informed of the problem so that they can provide appropriate corrective punishment.

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But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law. (Gal. 5.22, NASB)

When children do not respond positively to discipline as they should, and commit flagrant acts of disobedience, continually undermine the rules at school and the authority of the teachers, then school will take stronger measures to protect the school as a Christian community, and to correct these children. These measures are **suspension** and **expulsion**.

2.3.3 Suspension

2.3.3.1 Duties of the principal:

- 1) The principal will consult with the teacher(s) of the pertinent student, or another teacher if it involves one of his own students.
- 2) The principal will inform the parents of the cause, duration and the implications of the suspension via a telephone call on the day the suspension is issued. This suspension will be confirmed in writing and sent to the pertinent parents.
- 3) The principal will inform the Board about all suspensions.
- 4) The principal has the authority to extend the suspension if proper apologies have not been made.
- 5) The principal will keep a record of persistent discipline problems. This record will include:
 - a) Name of the student(s)
 - b) date(s) of infraction(s)
 - c) corrective measures taken or punishments given
 - d) contacts with the parents.This record will be kept on file in the student's documentation file in the office.

2.3.3.2 Duties of Parents:

Parents will be asked to cooperate with the school to see to it that the time spent at home as the result of a school suspension is not turned into a holiday. The student must also experience the discipline and correction of his/her parents. Parents should arrange to have the student telephone a classmate for homework assignments.

Discipline procedures at school, also suspension, will remain quite ineffectual if we do not have full parental support and cooperation. Especially if we want our children to see and acknowledge their mistakes, and show remorse, then parental involvement is of paramount importance.

Therefore we would appreciate a parent's presence when the student comes back to school at the end of the suspension period and **personally** takes the responsibility to see to it that his/her child apologizes to all the parties involved. This is a very crucial part of the suspension procedure.

2.3.3.3 Implications For the Student:

A suspension means that the student:

- 1) may receive a zero grade for all tests and assignments missed;
- 2) will possibly experience some difficulty with subsequent school work because of missed lessons;
- 3) will be entirely responsible for making up and understanding work missed; and
- 4) will have to apologize sincerely for the misdemeanour(s) which led to the suspension and show amendment of his/her ways afterwards.

2.3.4 Expulsion Policy

When a child deliberately and persistently refuses to act covenantally and threatens the spiritual, emotional

and physical well-being of other students and/or teachers, then he/she does not belong at our school. When there is no longer a willingness to accept and respond to correction, then such a child must be removed from the school through a formal expulsion. The purpose of expulsion, like that of suspension or any form of discipline, is correction - an amendment of life and a change of heart - so that the student can be received back into the school community at the conclusion of the expulsion period set by the school Board.

The steps for expulsion are as follows:

- 1) Except in cases of flagrant abuse, crime, there will be a period of time during which the child will be admonished and perhaps suspended. The staff will consult with the parents about the behaviour or attitude of their child. The principal will inform the Board of any actions taken.
- 2) When the staff deems that a student no longer responds to correction and that his/her presence threatens the well-being of others, then the principal will inform the school Board of the need to proceed with expulsion.
- 3) The school Board will proceed with formal expulsion by visiting the parents and setting the length of time for which the student will be expelled. Normally, an expulsion will last the duration of the current school year.
- 4) Re-entry to school will take place via an interview which will include the parents and student, staff and school Board representatives at the conclusion of the set expulsion period. This interview must satisfy all parties concerned of the student's willingness to show amendment of past behaviour and to submit to the demands of covenantal living.

2.4 General School Policies

2.4.1 School Times

School bells are as follows:

- 8:40 a.m. students come into the school
- 8:45 a.m. classes begin
- 10:30 a.m. morning recess dismissal
- 10:45 a.m. end of recess
- 10:50 a.m. classes begin again
- 12:10 p.m. lunch hour begins
- 12:25 p.m. dismissal
- 12:55 p.m. end of lunch recess
- 1:00 p.m. classes begin
- 2:50 p.m. student planning (agendas/communication books) and devotions
- 3:00 p.m. dismissal (buses leave about 3:10 p.m.)

2.4.2 School Assemblies and Devotions

School devotional assemblies are arranged on the first school day of each week. Special assemblies will be arranged for the first school day in September and the last school day in June.

2.4.3 Classroom Devotions

The first period of each day will include opening with prayer, Bible reading and singing from the *Book of Praise*, and reciting parts of Scripture.

Lunch devotions will include prayer before and after the meal, and Bible reading either before or after. Pupils may be asked to read the Bible at lunch time and open with prayer.

Each school day is closed with Christian devotions.

2.4.4 Student Rules and Regulations

2.4.4.1 General

- 1) Students are expected to show Christian love and concern in the classroom and on the playground.
- 2) Proper respect must be shown to everyone.
- 3) Proper respect must be shown for school, and other students' property.

2.4.4.2 Limits

- 1) Supply rooms, office, janitor's room, and stage are off-limits to students without permission of the teacher.
- 2) Permission must be obtained from a teacher before a student may use the phone. Students use of the telephone should be restricted to essential use only.
- 3) Students must have permission from their teacher or the principal to leave the school grounds during school hours. If parents want permission to allow their children to leave the school premises, they must send a signed note to school to make this request.

2.4.4.3 Behaviour

- 1) Running, throwing objects or yelling within the building is not permitted.
- 2) Fighting and foul language will not be tolerated.
- 3) Gum chewing is not permitted during school hours.
- 4) Students are not permitted to have or to bring radios/walkmans etc. on the buses or to school.

2.4.4.4 Routines

- 1) When the first bell rings, students are to respond quickly, line up in their designated areas and enter the building quietly. When the second bell rings the students should be seated at their desks.
- 2) Students may not re-enter the building before the recall bell after being dismissed for recess (10:30) or lunch (12:25), except with permission from the teacher on outside duty.
- 3) Upon arrival in the morning, students will be allowed to go to the washroom, but must leave the building immediately to wait for the 8:40 bell before re-entering.
- 4) Students may not use the washrooms when re-entering the school after recess and noon hour.
- 5) Loitering in the halls, washrooms and change room forbidden.
- 6) When the weather is unsuitable for outdoor activities at noon, the gym will be open and the rainy day schedule will be in effect. The noon bell will ring at 12:10 p.m.
- 7) Unfinished lunches may not be taken outside.
- 8) Dismissal shall be in an orderly manner.
- 9) Outdoor shoes, coats, or PE clothes may not be worn during the school day in the classroom.
- 10) All students must have, at school, indoor shoes that are also suitable for PE class.
- 11) In good weather, students must go outside before school, during recess and noon hour, unless they have a note from home.

2.4.4.5 Gym/Library

- 1) **No food or drink** is to be brought into the **gym, library, or computer lab**.
- 2) No outdoor footwear is to be worn in the gym, or elsewhere in the school.

2.4.4.6 Playground

- 1) **Kicking games** must be played away from the building not on blacktop, and away from the swings and adventure sets (the gravelled primary play area).

- 2) "Play fighting" is not allowed on the playground.
- 3) No throwing, except balls is permitted.
- 4) **The climbing of fences** or trees is not permitted.
- 5) Students may not use **hardballs** on the playground.
- 6) Students must stay away from the fence by the creek.
- 7) **No snowballing** will be allowed.

2.4.4.7 Absences

In the past parents have often asked another child at school to pass on the message pertinent to the absence of a brother or sister. This does not work because as a rule children forget and the message is not passed on.

If a child is to be absent from school, **please phone the school before 8:45 A.M.** so that the teachers can be informed before they go to their classes. Advance notice of doctors' or dental appointments would be appreciated. Parental cooperation in observing this practice is not only a matter of common courtesy, but also a necessity - the world is not a safe place and it is necessary to know that the child is either safely at home or in school. If no message has been received by 9:15 A.M., the secretary will telephone the home to make inquiries.

2.4.4.8 Dentist, Doctor, Appointments

If parents come to school during school hours to pick up children for various appointments (e.g. dentist, doctor) then they are kindly requested to inform the secretary when they arrive.

2.5 Reporting Child Abuse and Neglect

Normally, the environments in which our children live, e.g., our homes, our classrooms and our neighbourhoods, are safe places for our children. Furthermore, most caregivers and other adults respect and promote the well-being of children. But we live in a fallen world. We see the effects of sin all around us in the way some people abuse others and in the way some people abuse the property of others. Though we do much to protect our children, a Christian community with all its high ideals, is not immune from the effects of sin. Therefore our children may also become the victims of abuse, either by those in our Christian community, or from those outside. Parents, teachers and other caregivers must be watchful for the signs of child abuse, and they must create loving, trusting and risk-free environments so that those who suffer abuse may feel unconstrained to share their abuse with another adult.

In the *B.C. Handbook for Action on Child Abuse and Neglect* (1998), the following points have been listed under the sub-title **Responding to the needs of children:**

- The safety and well-being of children is paramount.
- Children are entitled to protection from abuse, neglect, harm and threat of harm.
- Interventions to ensure a child's safety should be those that are the most effective in keeping the child safe and the least disruptive to the child.
- While all children are vulnerable, some are more vulnerable than others. Children with disabilities and very young children may not be able to protect themselves, and are particularly dependent on adults for their safety and well-being. Service providers should be especially vigilant in preventing, detecting and intervening in cases of abuse and neglect involving such children.
- Children's need for privacy and confidentiality should be respected. This is particularly important when a child may have been abused or neglected.
- Children should have their views considered and be involved when decisions relating to them are made.
- Children should be provided with prevention information and skills that will help them resist or avoid abuse, when possible, and report abuse or neglect.

By **definition**, a child is *a person under 19 years of age*. Needless to say, the younger a child is, more vulnerable he/she is. Additionally, the more difficult it may be to determine whether abuse has taken place or to what extent. The *B.C. Handbook for Action on Child Abuse and Neglect* identifies **five main areas** of concern: physical abuse, sexual abuse, emotional abuse, emotional harm, and neglect. Each one has been carefully described in the

Handbook. Additionally, the *Handbook* outlines “Possible indicators of abuse.”

2.5.1 Legal Duty to Report

“Everyone who has a reason to believe that a child has been or is likely to be physically harmed, sexually abused or sexually exposed, or needs protection due to the specific circumstances outlined in the *Child, Family and Community Service Act*, is legally responsible under that act to report the matter to a child protection social worker. In British Columbia, a child is anyone under the age of 19.” (*B.C. Handbook for Action on Child Abuse and Neglect*, p. 17)

“Failing to promptly report suspected abuse or neglect to a child protection social worker is a serious offence under the *Child, Family and Community Service Act*. So is knowingly making a false report. Both offences carry a maximum penalty of a \$10,000 fine, or six months in jail, or both. No action for damages may be brought against a person for reporting information under the *Child, Family and Community Service Act* unless the person knowingly reported false information.” (p. 25)

2.6 Protection of Personal Information For Employees and Volunteers

2.6.1 The School’s Commitment to You

Safeguarding personal information of employees and volunteers is a fundamental concern of John Calvin 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.

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

John Calvin School board may add, modify or remove portions of this Personal Information Privacy Policy when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. The most recent update of this Personal Information Privacy Policy can be found in the school’s staff handbook or the board’s Policy and Procedures Manual or may be obtained from the school principal. This Personal Information Privacy Policy may be supplemented or modified from time to time.

2.6.2 Ten Privacy Principles

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

2.6.3 Definition

In this Personal Information Privacy Policy, the following term has the meaning set out below.

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

2.6.4 Principle 1 - Accountability

John Calvin School is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the board has designated the principal as the *Privacy Officer* to be accountable for the school's compliance with the *Ten Privacy Principles*.

You may contact **John Calvin** Privacy Officer as follows:

John Calvin School	
Attention:	Privacy Officer
Address:	4268 Stewart Road Chilliwack, BC V2R 5G2
Phone:	604 – 823-6814
Fax:	604 – 823-6791
Email:	principal@jcss.ca

2.6.5 Principle 2 - Identifying Purposes

What Information is Collected, Used and Disclosed?

2.6.5.1 Applications for Employment

John Calvin School receives applications for employment and after determining that no suitable position is available, the application will be destroyed.

2.6.5.2 Employees

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

Examples of personal information about employees collected, used and disclosed by **John Calvin School** is given below:

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

2.6.5.3 Volunteers

John Calvin School collects, uses and discloses personal information about volunteers for the purposes of recruiting volunteers and establishing and managing an effective volunteer program and for other purposes identified when the information is collected.

Examples of personal information about employees collected, used and disclosed by **John Calvin School** is given below:

- information collected, used and disclosed in the recruiting process including information on resumes and application forms (contact information, personal and professional history, qualifications) and information collected from any references;
- information related to the volunteer's services, including availability, schedule, duties, reviews, and related notes and memorandums and documentation related to volunteer qualifications (professional or technical qualifications);

Personal information about employees and volunteers (including photographs and biographical information) may also be collected, used and disclosed in the course of the school's activities including in publications such as yearbooks and newsletters, and websites.

Computer use and e-mail are monitored in accordance with **John Calvin School – Acceptable Use Policies for Internet and Network** and personal information is collected in the operation and maintenance of these systems.

Personal information about employees and volunteers may be collected and used and disclosed in the course of the operation of the school's building security and surveillance systems.

2.6.6 Principle 3 - Consent

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

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

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

2.6.7 Principle 4 - Limiting Collection

John Calvin School will limit the personal information collected to that information necessary for the purposes identified by the school.

2.6.8 Principle 5 - Use, Disclosure and Retention

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

2.6.8.1 How is Information Used?

Personal information about employees and volunteers is used for the purposes identified under Principle 2.

If for any reason personal information is required to fulfill another purpose, the school will notify the employee or volunteer of that purpose.

John Calvin School may use anonymous information, such as information collected through surveys or statistical information about employees and volunteers to improve the school's operations.

2.6.8.2 When May Information be Disclosed?

John Calvin School may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law.

Personal information about employees is disclosed to third parties for purposes related to the employment relationship, including to:

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

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

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

2.6.8.3 Outside Service Suppliers

At **John Calvin School**, the school sometimes contacts outside organizations to perform specialized services such as printing, payroll services, market research or data processing. Suppliers of specialized services are given only the information necessary to perform those services, and **John Calvin School** takes appropriate steps to ensure that such information is

securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

2.6.8.4 Restricting Sharing Information

If an individual wishes to limit the sharing of personal information as permitted by law, the individual must submit to the Privacy Officer a written letter specifying which items of personal information are to be limited and to whom these items are to be restricted. The Privacy Officer will advise the individual whether the requested information can be restricted in the manner requested.

2.6.8.5 How Long Is Personal Information Retained?

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

2.6.9 Principle 6 - Accuracy

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

2.6.9.1 How May I Update Outdated or Incorrect Information?

An individual may, upon written request to the Privacy Officer at **John Calvin School**, request that the school correct an error or omission in any personal information that is under its control and the school will, as appropriate, amend the information as requested.

2.6.10 Principle 7- Safeguarding Personal Information

John Calvin School will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

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

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

2.6.10.1 Employee Files

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

2.6.10.2 Electronic Security

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

2.6.11 Principle 8 - Openness

John Calvin School will make information available to individuals concerning the policies and practices that apply to the management of personal information.

Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the John Calvin School Privacy Officer.

2.6.12 Principle 9 - Individual Access

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

2.6.12.1 How May I Access My Personal Information?

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

2.6.13 Principle 10 - Complaint Process

Individuals may question compliance with the above principles.

Questions, Concerns and Complaints

Questions, concerns and complaints about privacy, confidentiality and personal information handling policies and practices of the school should be directed to the school's Privacy Officer.

2.7 Conflict Manage Protocols and Principles

2.7.1 Policy Statement:

The Board recognizes and respects the place of the Inspector of Independent Schools in ensuring that the school authorities will provide for the development of specific procedures which reflect “natural justice and procedural fairness.” This policy is a reflection of biblical justice and procedural fairness and is therefore the framework around which subsequent policies are to be developed.

(Section that follows has been copied from the Board Policy Manual.)

1 Conflict between students and teachers:

- 1.1. Direction for the management of conflict between students and teachers is outlined in the Parent Handbook. (See Section 2.3, p. 17 and Section 4.1.1, p. 39).

2 Conflict between parents and teachers (or support staff):

- 2.1 If a parent experiences or hears of a particular incident which he/she considers may have been handled in an inappropriate manner by the teacher (or any of the support staff) at the school, and if he/she feels some recourse may be necessary, then the parent should:
 - 2.1.1 initiate discussion with the teacher. In this context it is important to clarify what may have happened and to give an opportunity to establish a context for this incident. Discussions at this level enhance understanding, communication and trust. Most conflicts can be resolved at this stage.
 - 2.1.2 If the parent remains concerned and wishes to pursue the matter further then he/she should:
inform the teacher that he/she plans to have a discussion about the matter with the principal.
The teacher needs to know how the parent plans to proceed. The principal may take the matter up with the teacher and try to resolve the issues so that all parties feel it has been handled in a satisfactory manner. The resolution of the matter should be documented and shared with the affected parties.

3 Conflict relating to repeat incidents:

- 3.1 If a parent has resolved an issue with a teacher, and encounters what may be considered a repeat incident, then the parent should:
inform the teacher that they plan to take the matter up with the principal.
This step of the protocol will likely initiate further discussion at the prompting of the teacher. Some clarification may be necessary and possible through this avenue.
- 3.2 If a parent has resolved an issue involving a teacher with the principal, and encounters what may be considered a repeat incident, then they should inform the principal that they may take the matter up with the Board.
This will likely initiate further discussion at the prompting of the principal. Some clarification may be necessary and possible through this avenue.

4 Conflict between a parent and the school:

- 4.1 A parent may have a concern about general practices, policies or procedures used at school. These concerns may not be directed toward the specific actions of a particular teacher but may have more to do with the school’s operational procedures and overall direction. The concerns could be highly sensitive and are perhaps speculative. If a parent has concerns of this nature then the parent should:

initiate a meeting with the principal.

An opportunity to meet on operational matters can help to clarify and eliminate perceptions. The perspective of the parent and that of the school can be of mutual benefit and can help to strengthen communication.

The concerns of the parent could be highly sensitive and are perhaps speculative in nature. A discussion at this level may help to determine how best this matter can be advanced. If it appears that the matter is specific to a particular staff member then the parent may be encouraged to take the matter up directly with the pertinent staff member. Other, more general matters of concern may be followed up by the principal in a manner consistent with their urgency and sensitivity.

The principal should ensure that the parent has the opportunity to take the concern further and he should document the discussion and the conclusions reached. A journal of all such discussions should be maintained by the principal and be available upon review by the Board.

- 4.2 If the parent is not satisfied that the discussion with the principal has resolved the issue in an acceptable way, then the parent should:

inform the principal that the matter will be directed to the Board.

The Board should ensure that the issues to be considered have first been discussed with the principal.

If a parent has written a letter to the Board prior to having a discussion with the principal, then the Board should reply and encourage the parent to do so. The Board may wish to inform the parent that the letter will be forwarded to the principal and may also encourage the principal to initiate the discussion with the parent.

- 5 Conflict resolution** that follows due process and respects biblical justice and procedural fairness will ensure that:

- 5.1 Parents start their discussions at the source of the concern.

When parents do not go to the source of their concern, but rather go to the principal and/or to board members, they jeopardize the process and prejudice the outcome. Unsubstantiated allegations, which have not been discussed at the source, take on added truthfulness and give rise to perceptions, which become difficult to delineate.

- 5.2 Board members redirect the parent who makes a verbal or a written complaint.

When a parent directs a concern to a board member it is important to redirect the individual and encourage him/her to take the matter up with the teacher or the principal. The board member may wish to advise the principal of a potential concern.

A letter received by the Board on a matter related to the particular actions of a teacher or the principal, around which there has been no discussion between the affected parties, should be forwarded to those directly implicated.

- 5.3 A person's right to know the nature of the allegations and their right to be heard (opportunity to respond) is respected.

A person (teacher or principal) has the right to know that others in authority will be considering a matter concerning him/her, prior to them taking a final decision. He/she also needs to be given the opportunity to fully understand and answer to the concerns being raised.

- 5.4 The reasons for the final decision are communicated in writing.

Final decision should be outlined in writing and demonstrate that all relevant factors have been considered in a manner that is unbiased, fair and open-minded.

- 5.5 An appeal process is available.

After the Board has made the final decision on a matter there should be an opportunity for appeal.

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