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## SECTION C). EDUCATIONAL EXPERIENCE AND SCHOOL ADMINISTRATION

*This section of the Academy's policy covers off school experience touching on*

1. *Field trips, offsite experiences*
2. *School clubs*
3. *Graduation Program*
  - *Dogwood Diploma*
  - *Adult Graduation Program*
  - *Student Staying Past School Age*
4. *Learning Support and Special Education at the Academy*
  - *Learning Support Services*
  - *School Completion Certificates – Evergreen Stream*
  - *Learning Resources*
5. *Student Records*

### C1). Field Trips / Offsite Experiences

Saint John Paul II Academy recognizes that off-site experiences outside the school/parish community are effective learning experiences that enrich the spiritual, intellectual, social, emotional and physical development of students.

Saint John Paul II Academy requires that all activities that take place off-site from the school/parish be selected, planned, organized and conducted to enhance the spiritual, intellectual, social, emotional or physical development of students and to ensure the safety and security of all participants.

**Procedure:** Prior to authorizing field trips and off-site experiences, the school administrator will make staff aware of all relevant policies and procedures. Staff should also familiarize themselves with the *YouthSafe Outdoors: Off-site Experience Safety for BC Schools* resource manual<sup>1</sup>. The purpose of the manual is to enhance effectiveness, efficiency, and economy of effort, and to provide best practice risk management strategies.

Teachers wishing to organize a field trip must first obtain the approval of the Principal by submitting a written proposal that includes

- field trip goals and objectives
- relationship to the curriculum and/or school mission, vision, philosophy
- description of how the trip is appropriate for students of the proposed age/grade and level of preparation
- statement of potential risks to participants
- budget

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<sup>1</sup> Note: all forms referenced in this Policy are available in the *YouthSafe Outdoors* manual available at the school.



The *YouthSafe Outdoors* resource manual includes various off-site experience proposal forms to be used along with other useful resources to assist organizers in planning an excursion. Any school developed off-site experience proposal form used must meet or exceed the standard of safety and preparation as identified by *YouthSafe Outdoors* resource manual.

### Approvals

Prior to planning a field trip or off-site experience the organizer should consult the *YouthSafe Outdoors* manual to determine the level of risk associated with undertaking such an activity. By first assessing the level of risk entailed the organizer will be in a better position to decide the appropriate proposal form to complete to obtain the relevant level of permission. The manual generally distinguishes between low risk activities versus higher care outings where the level of advance planning and preparation is greater.

Category of Field Trip	Description	Approval Required
Same Day	Prior authorization by the Principal or his/her designate must be given for each activity by submitting the appropriate form found in the <i>YouthSafe Outdoors</i> manual (generally same day trips are deemed low risk, however, depending on the activity it may fall into the higher risk category – aquatic activities for example). Approval from the Board is not required.	Principal
Multiple Day	Multiple Day Field Trips: Prior authorization by the Principal or his/her designate must be given for each activity by submitting the appropriate form (such as Offsite Experience Proposal Form A – Local, Low-risk Daytrip; Offsite Experience Proposal Form B – Higher Care Outings) designed for this purpose. Approval from the Board is not required.	Principal
Outside Province	Prior authorization by the Principal or his/her designate must be given for each activity by signing the appropriate form (ie., Detailed Trip Plan Form) designed for this purpose. Approval from the Board is required and must be obtained prior to finalizing arrangements for such trips (i.e., before booking travel, undertaking fund-raising, making financial commitments, etc.). The request must include contingency plans for emergencies and medical emergencies.	Society Board
Out-of-country	Prior authorization by the Principal or his/her designate must be given for each activity by signing the appropriate forms (ie., Detailed Trip Plan Form) designed for this purpose. Board approval is required and is done through the Principal prior to finalizing arrangements for such trips (ie., before booking travel, undertaking fund-raising, making financial commitments, etc.). The request must include contingency plans for all emergencies, including those caused by political unrest, medical emergencies, and student disciplinary action. All necessary documentation (passports, visas, etc.) are to be applied for <i>only after</i> approval is given. Participants must have adequate medical coverage for the country/countries to be visited. Student trips should not be planned to countries or regions of countries where there is a possibility of an outbreak of social unrest.	Society Board

High-Risk Field Trips: All field trips deemed to be “High-Risk” according to *YouthSafe Outdoors* guidelines require Board approval.



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Considerations Regarding Participation: The following considerations apply to participation by students in off-site experiences:

- The suitability of the activity to the students (ie., age appropriateness; fitness, skill levels)
- The voluntary nature of field-trip participation
- The cost per student
- The provision of meaningful alternative activities for students unable to participate

All students, including special needs students, should have every opportunity to participate in school activities to the best of their ability, including all field trips. Every effort must be made to accommodate individuals with special needs. The Principal is responsible to ensure that adequate planning and preparations are made for all students to participate.

**Trip Plan:** Sufficient direction and guidance must be provided to ensure each trip is well planned with safety in mind.

*For organized low-risk field trips, the following procedures apply:*

A completed *Off-Site Experience Proposal - Form A* (or equivalent) should be submitted to the Principal for approval a minimum of two weeks prior to the proposed trip.

*For organized high-risk field trips the following procedures apply:*

A completed *Off-Site Experience Proposal - Form B* (or equivalent) should be submitted to the Principal for approval no less than two weeks and in sufficient time to allow for Board approval, prior to the trip. The teacher/leader is required to complete a *Detailed Trip Plan (or equivalent)* for all high-risk field trips. The Principal may require a teacher/leader who has requested to take students on a high-risk activity to complete a *Teacher/Leader Readiness* to assess the teacher's/leader's capability to instruct or lead a given activity.

The Principal may require a teacher/leader who has requested to take students on a high-risk outdoor leadership activity to complete an *Itinerary Card* to help establish the appropriateness of an outdoor leadership activity.

**Parent/Guardian Consent and Acknowledgement of Risk Forms:** teachers planning an off-site trip are required to provide parents/guardians sufficient information about the trip to make an informed decision about its appropriateness and safety for their child. Teachers/Leaders should use the *Off-Site Activity Consent and Acknowledgement of Risk form (or equivalent)* for local low-risk activities. Teachers/Leaders should use the *Off-Site Activity Consent and Acknowledgement of Risk form (or equivalent)* for high-risk activities.

### **Supervision**

**Head Teacher:** When more than one class is on an excursion, one teacher will be designated "Head Teacher". The Head Teacher shall be responsible to ensure that all students on the excursion are assigned to specific vehicles. Roll call to identify each student by name and sight shall be taken as often as deemed necessary by the Head Teacher. A head count shall not be considered sufficient to identify students. Roll call shall take place at every departure point in the field trip itinerary. The names of all



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students shall be logged and copied to the school office. Any changes on route shall be logged and communicated to the school office. The Head Teacher shall remain at the terminus of the excursion until all returning students are accounted for.

Field trips should, whenever possible, have a minimum of one supervisor for every 15 students. A higher *supervisor: student* ratio may be required depending on the nature of the trip and the age and needs of the participating students.

An adult supervisor may be a teacher, parent, or responsible adult volunteer approved by the Principal who is 19 years of age or older and is a minimum of 3 years older than the students being supervised and has a Criminal Records Check (CRC) in place. All overnight fieldtrips must have at least one (1) staff-member and one additional adult supervisor. All overnight field trips require that at least one (1) supervisor be of the same gender as the field trip participants.

Student supervisory assistants must be

- a minimum of 16 years of age,
- be a minimum of 3 years older than the students being supervised and may only be used to provide additional program support. They are not considered to be supervisors for the purpose of determining acceptable supervision ratios.

All supervisors are subject to policies, guidelines, and procedures of Saint John Paul II Academy, and the statutes of BC and Canada during the time the supervisor is responsible for students. This includes the period from departure to return of extended field trips.

A supervisor must act *in loco parentis* (in place of parent), making wise and judicious decisions that are in the best interest of the students.

- When a specified training certification is required as part of an educational field studies excursion, the Principal shall ensure that the instructor/supervisor possesses such a designated certificate;
- A supervisor shall attempt to contact the school and/or students' parents in a case of an accident but, failing to do so, shall take whatever steps are necessary to care for the students;
- A supervisor shall report all accidents to the Principal at the earliest possible opportunity. All accidents will require a written report of the incident(s).
- A minimum of one supervisor per school bus must be provided, in addition to the driver when students are being transported to and from the field trip destination.
- All motor vehicle safety requirements must be followed (seatbelts, etc.)
- Everyone involved in the trip or excursion must be dressed/equipped in a manner appropriate to the activities.

## C2). School Club Organizations

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The clubs and organizations addressed in this policy pertain to clubs/organizations with the specific goal of providing leadership in anti-bullying (i.e. school anti-bully squads, outreach teams), connecting teens



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in a positive social environment, creating a positive school culture, promoting student governance (i.e. student parliament or student council).

Saint John Paul II Academy supports promoting clubs and organizations within the school that create a positive school culture that is inclusive of all students.

Procedure: Clubs/organizations with the purpose described above:

- Must have the approval of the Principal
- Must have a teacher or administrator appointed adult sponsor.
- Are to be founded and guided by a Christian anthropology, that is, a correct understanding of who the human person is which includes a defense of human rights, but also attributes to the human person the dignity of a child of God and proposes Christ, Incarnate Son of God and perfect Man, as both model and means (see 'Holy See's Teaching on Catholic Schools' – Archbishop J. Michael Miller, CSB)
- Are to be imbued with a Catholic worldview of social action and social justice. Catholic education whether in the classroom or in a club/organization format is intentionally directed to the growth of the whole person. Clubs/organizations with a focus on the dignity of and respect for the human person would include the development of all the human faculties of students, and the formation of social and ethical awareness inspired and guided by the gospel.

### C3). Graduation Program

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#### **School Completion Certificate Dogwood Diploma**

The British Columbia Certificate of Graduation or Dogwood Diploma is awarded to students who successfully complete the provincial graduation requirements. Students require a minimum of 80 credits to graduate. Of these 80 credits

- at least 16 must be at the grade 12 including a required Language Arts 12
- at least 28 credits must be elective course credits
- 52 credits are required from the following:
  - Career-Life Education (4 credits), and Career Life Connections (4 credits)
  - Physical and Health Education 10 (4 credits)
  - Science 10 (4 credits) and Science 11 or 12 (4 credits)
  - Social Studies 10 (4 credits) and a Social Studies 11 or 12 (4 credits)
  - Math 10 (4 credits) and the Math 11 or 12 (4 credits)
  - Language Arts 10, 11 and a required 12 (12 credits total)
  - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total).

In addition, students must also complete three graduation assessments: grade 10 graduation numeracy assessment and grade 10 graduation literacy assessment and grade 12 graduation literacy assessment.

#### **Adult Graduation Requirements**



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To complete the Adult Graduation Program, students (18 years of age and older) must earn at least 20 credits in the secondary system or complete five courses in the post-secondary system. Courses and credit can be counted from the BC School System and/or College ABE Program.

Students Staying Past School Age: There are occasions where a student turns 19 years of age while in their final year of schooling at the Academy. In such cases their status as reported to the Ministry of Education is recorded as part of the adult education graduation program offered at the Academy.

#### C4). Learning Support and Special Education at the Academy

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Saint John Paul II Academy is a Christian community committed to the goal of being an inclusive community of learners to accept, support and meet the diverse needs of our students. Our commitment to students of special needs is inspired and guided by the words of Pope John Paul II spoken at B.C. Place in 1984, “the value and dignity of the human person does not arise from the physical or mental qualities, from efficiency, productivity, or speed in one’s actions. It comes rather from the fundamental fact that each individual is created by God and redeemed by the blood of his Son, Jesus Christ.”

The Academy is committed to helping all students be successful in their learning. We strive to create an inclusive and diverse special education program that focus on a holistic approach to the individual’s learning. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement, and the pursuit of excellence in all aspects of their education. It goes beyond integration and placement to include meaningful participation and the promotion of interaction with others.

Integration is one of the major strategies used to achieve inclusion. With integration, students with special needs are included in educational settings with their peers who do not have special needs and provided with the necessary accommodations determined on an individual basis, to enable them to be successful there. The principle of ‘placement in the most enabling environment’ applies when decisions are made about the extent to which an individual student is placed in regular classrooms or assigned to an alternate placement.

The policy includes our approach to special education at the Academy and includes school completion certificates, the learning support and resources available and follows the Ministry of Education and Child Services’ “Special Education Services: A Manual of Policies, Procedures and Guidelines” (April 2016).

**Procedure:** Through collaboration and meaningful consultation with teachers, parents, Education Assistant and the student concerned, an Individual Education Plan (IEP) is prepared that focuses on functional academics, functional life skills, vocational skills and physical literacy. We develop supplemental and/or replacement curriculum<sup>2</sup> where needed that is adapted to the student’s level of learning. Professional resources such as occupational therapy, educational psychologists, speech

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<sup>2</sup> Supplemental curriculum are student accommodations done by teachers and EAs. Students with adaptations follow the grade level curriculum set by the Ministry. Replacement curriculum are individual accommodations that do not follow the grade level curriculum. Modifications are created to fit the students IEP goals in the Life Skills program.



language services, expressive art therapy and access to support from provincial resource programs may be needed for students as part of their IEP.

Consistent with this policy is an effort (within financial feasibility) to make our facilities accessible for students with special needs.

### School Completion Certificates – Evergreen Stream

The British Columbia School Completion Certificate is awarded to students who meet the goals of their education program. This can include students with IEPs who do not meet the criteria for graduation as outlined in the *Provincial Graduation Order* and who are not issued a Dogwood Diploma. Students in this track work on their school completion Evergreen Certificate rather than a Dogwood Diploma.

The Evergreen track at the Academy is designed for students to prepare them for success after high school through a Life Skills program. The Life Skills program encourages students to learn skills (with support) toward independence following their IEP goals. Students will participate in a variety of activities to increase their knowledge and self-esteem inside and outside the classroom. The program is set up into four competency, and four achievement levels (based in the student’s IEP goals/ PATH) that connects to the four life skill strands (Faith Development, Functional Academic, Functional Life Skills, and Physical Literacy). Students also address the core areas of coursework through Ministry authorized, Board/ Authority Authorized (BAA), Locally Developed, Adapted and Modified courses in accordance with their IEP.

Four Levels of Competency	Achievement Level
<p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>able to perform a higher level of thinking on the learning outcomes (s/he is perceptive; his/ her performance is accurate, extensive, sophisticated and consistently appropriate)</li> </ul>	<p>4 Independent</p> <p>3 Verbal and Visual Prompt</p> <p>2 Partial Physical Assistance</p> <p>1 Full Physical Assistance</p>
<p><b>Proficient</b></p> <ul style="list-style-type: none"> <li>Able to perform with some higher level thinking on the learning outcomes (s/he is thoughtful; his/her performance show some sophisticated knowledge, with a considerable degree of accuracy)</li> </ul>	
<p><b>Developing</b></p> <ul style="list-style-type: none"> <li>Able to perform with adequate level of thinking on the learning outcomes (s/he shows some degree of learning outcome knowledge with some degree of accuracy.</li> </ul>	
<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>Able to perform some limited level of thinking on the learning outcome (s/he shows minimal degree of learning outcome knowledge with limited accuracy.</li> </ul>	



The School Completion (Evergreen) Certificate Broad and Specific Strands
<p><b>Faith Development</b></p> <ul style="list-style-type: none"><li>This strand focuses on exploring and understanding the basic traditions of our Catholic faith. The student achieves knowledge by experiencing their faith in action through volunteer work, participating in prayer, and attending mass. In the classroom, students participate in Christian education classes.</li></ul>
<p><b>Functional Academics</b></p> <ul style="list-style-type: none"><li>this strand focuses on the academic knowledge and skills that are necessary for a student to live independently in their post secondary lives. With a focus on numeracy and literacy that relate to real world and everyday experiences, functional academics provides students the framework to be able to complete basic tasks independently, and at the higher level outcomes, learn skills necessary for meaningful employment after secondary school.</li></ul>
<p><b>Functional Literacy</b></p> <ul style="list-style-type: none"><li>the learner outcomes under the specific strand of functional literacy focus on reading, writing, communicating, and understanding the English language. Learning to read a newspaper, Internet, a map, or a menu is the focus of this most basic level of the functional literacy strand. Learn of the learner outcomes also focus on reading and understanding short stories, a novel, comprehending information read, and answering the four W's. exploring the world around them, and the various media and texts that it encompasses it's also part of this strand, developing critical thought and becoming a more knowledgeable member of society.</li></ul>
<p><b>Functional Numeracy</b></p> <ul style="list-style-type: none"><li>functional numeracy is the life skills program that focuses on basic mathematics skills necessary to live independently, such as counting, adding and subtracting, using money, budgeting finances (banking, value of money), and understanding time. Learning about money as it applies to the workplace is also part of the curriculum. The functional numeracy goals are set based on a student's IEP.</li></ul>
<p><b>Vocational Skills</b></p> <ul style="list-style-type: none"><li>vocational skills such as writing a cover letter and a resume fall under the vocational skills strand. Students learn how to dress and act professionally, how to ask and answer appropriate interview questions, and explore a variety of careers that they may be interested in based on their IEP goals and PATH.</li></ul>

The decision to place a student in the Evergreen stream should not be made prior to Grade 10 and should include the informed consent of the student's parent(s)/guardian(s). A student's transition to the Evergreen track at the Academy can happen at any time in his/her high school career although it is recommended that a student transition at grade 10 before entering their senior years of secondary school.

**School Completion Portfolio:** The Academy will develop a School Completion Portfolio for all students working toward an Evergreen Certificate that records the completion of coursework and IEP learning outcomes, demonstrates related skills, achievements, and qualifications of the student.





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A student's entrance to the Evergreen track (Saint John Paul II Academy Life Skills program) is a team-based approach that involves the school administration, learning support teacher, academic teachers, Education Assistant's, and parent(s)/guardian(s). A significant need to replace courses specifically English and Mathematics are taken into consideration when a student enters the Life Skills Program, and a transition to the Evergreen track is noted on the student's IEP.

1. The *School Completion Portfolio* will address the core areas of coursework including:
  - a. Ministry authorized courses,
  - b. Board/Authority Authorized (BAA),
  - c. Locally Developed (LD)
  - d. Adapted Courses
  - e. Modified Courses
2. The *School Completion Portfolio* should also address the areas of:
  - a. Faith Development
  - b. Art and Design
  - c. Community Involvement and Responsibility
  - d. Education and Career Planning
  - e. Employability Skills
  - f. Information Technology
  - g. Personal Health
3. Schools will develop assessment criteria for courses and other areas within the School Completion Portfolio from which student grades will be determined.
  - a. Schools will report all Grades 10, 11, and 12 courses successfully completed, credits earned and achievement levels attained to the Ministry of Education at the end of each school year. Schools are to report on student progress using percentages and letter grades for all curricular areas for all students.
  - b. Educational staff, in consultation with the principal, will determine if a student has met the requirements of the School Completion Portfolio.
  - c. When a student has successfully completed the requirements of the School Completion Portfolio, the school will submit the relevant data for the student to the Ministry of Education, including the date by which the student met the goals of his or her program. The school will recommend that the student be issued a School Completion Certificate.

Planning Alternative Tomorrows with Hope (PATH): The Academy will initiate and complete a PATH for all students working toward a school completion Evergreen Certificate. The PATH will provide students with further direction and clarity to assist them in setting goals as they transition out of secondary school..

### **Learning Supports at the Academy**

As required by the Ministry of Education and Child Services, it is the responsibility of the school authority to set out its policy and procedures followed in determining how learning resources are chosen for use in the classroom.

**Definition:** Learning supports are texts, video, software and instructional materials that teachers use to assist students to meet the requirements for learning defined by the Ministry and Saint John Paul II Academy.



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Learning resources that are used in the classroom will be evaluated and approved with due consideration given to curriculum fit, pedagogy, social considerations, age and developmental appropriateness and conformance with Church teaching and the overall mission and purpose of Saint John Paul II Academy.

Saint John Paul II Academy requires teachers to utilize core education media that has been formally evaluated before being introduced to the classroom. This evaluation process involves one or more of the following oversights:

Review by at least two school representatives (teacher, department head, principal, or subject peer group) with three or more years teaching experience within CISVA and/or Saint John Paul II Academy, preferably in the grade level and subject area for which the resources are to be used.

At the discretion of the Principal to review materials that relate to common learning resources and materials used in Catholic schools in the Archdiocese. The evaluation criteria applied in determining suitability for classroom use includes but is not limited to the following:

- Supports and is in conformance with Church teaching, our Catholic worldview and rich intellectual tradition
- Encourages and promotes the full dignity of the human person and responsible citizenship
- Supports the learning objectives of the curriculum
- Assists students in making connections between what they learn in the classroom and its application in their lives
- Is age and developmentally appropriate
- Shows responsible scholarship and effective instructional design
- Meets requirements set by copyright and privacy legislation

### **Supplemental Materials**

There is an expectation of all teaching staff that any supplemental materials introduced for use in the classroom support the above criteria. This includes accessing and using online resources. Teachers have a unique responsibility to ensure that such materials serve and reinforce these objectives.

It is critical that learning resources be periodically reviewed to ensure continued relevancy to the curriculum being taught.

**Appeals:** Parents wishing to challenge the use of a particular learning resource used on the basis of appropriateness may take this up with the Principal. Should the issue not be satisfactorily resolved the Major Complaints policy is to be followed (see Section F – Complaints section of school policy).

### **C5). Student Records**

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As an independent school in the province, Saint John Paul II Academy takes seriously its obligations of duty of care as it relates to the collection, storage, retrieval, confidentiality, and access to how a Student Record is managed. This policy outlines how the Academy's policy aligns with the requirements for



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Student Records under the Independent Schools Act of the province of BC<sup>3</sup> and Personal Information Privacy Act (PIPA)<sup>4</sup>. It also follows the guidance jointly issued by the Ministry of Education Independent Schools Office and the Federation of Independent Schools Association of BC<sup>5</sup> on Student Records. Saint John Paul II Academy is committed to ensuring that student records are handled in accordance with these regulations and are consistent with the requirements under PIPA. The policy that follows outlines how the Academy meets these requirements.

The Society board may, from time to time, add, modify, or remove portions of the Saint John Paul II Academy's Student Records policy when it is considered appropriate to do so and is not in conflict with legal requirements and government policy.

### **Guiding Principles**

The following outlines and informs the requirements and obligations of all stakeholders who collect, use, store and protect student information.

- The Academy will ensure that the lead administrator (principal) is responsible for the establishment of the Student Record, its security and maintenance following the procedures outlined in this document.
- That the collection, use or disclosure of personal information contained in this record is done with the consent of the individual, parent or legal guardian unless otherwise authorized under PIPA save for professionals who are planning for, or delivering education, health, social or other support services to that student (consent not required for record access).
- Disclose to the individual, parent or legal guardian verbally or in writing the purpose for which the record is required and used.
- Only collect and disclose the information required under the Student Records Order for the purposes that a reasonable person would consider appropriate in the school context and would do so in a manner consistent with requirement under PIPA.
- Ensure that these records are stored and secured in the manner prescribed under the Student Records Order and are released to those individuals who by the nature of their work are required to have access to this information.
- Provide access to a student able to exercise their PIPA rights, parent or legal guardian of this student on site under supervision by the principal or his or her appointed delegate.
- Ensure that the record is retained for the period stipulated in the Student Records Order
- Take steps to ensure that the Academy's personal information handling policies and protocols are communicated to the wider school community and that any complaints or questions about personal information are directed to the Academy's privacy officer (ie, principal). Major complaints would follow the process outlined in the Academy's Complaints policy (see Section F of the Academy's body of school policy).

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<sup>3</sup> see The Independent School Act (section 6.1), section 9 of the Independent School Regulation (the Regulation) , and the Student Records Order (11/07), Ministry of Education and Child Care, Education Policy Branch.

<sup>4</sup> PIPA came into effect 1 January 2004.

<sup>5</sup> See Ministry of Education Independent Schools office, "Requirements and Best Practice Guidelines for Independent Schools Developed in Consultation with the Federation of Independent Schools Association", July 2012 (updated July 2021).



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### Use of Student Personal Information

The Academy may use personal information for the following purposes:

- To communicate with parents or legal guardians and students, to process applications, and to provide students with the educational services and co-curricular programs provided at the Academy.
- To enable the Academy to operate its administrative function, including the payment of fees and maintenance of extracurricular programs at the Academy.
- To provide specialized services in the areas of health, psychological or legal support, or as supporting information in delivering educational services that are deemed in the best interest of the student.

### Student Record Components

Components of a Student Record include:

- The most recent Form 1704 entitled “Permanent Student Record” issued by the Ministry of Education. This means the following:
  - Form 1704 completed in accordance with the Ministry’s “Permanent Student Record Completion Instructions” that prevail at the time of completion
  - The student’s progress reports for the previous two (2) years or a copy of the transcript of grades issued by the Ministry of Education
  - Completed Form A verifying the information about the student’s parent or legal guardian in respect to student eligibility for funding.<sup>6</sup>
  - Student Learning Plan, which is the learning plan set out in the Career and Personal Planning 8 to 12 Integrated Resource Package (1997) educational program guide
- A copy of the student’s Individual Education Plan (IEP), if applicable, as defined in the Ministry’s Education Standards Order order 41/91.
- Further, the Academy will ensure that the file also includes the following as required under section 9(1) of the Independent School Regulation:
  - The permanent Student Record
  - File contains all documents listed as inclusions on Form 1704
  - Documentation verifying the parent/ legal guardian’s eligibility for government funding
  - A copy of the student’s current Student Learning Plan (if any)
  - Copy of the student’s IEP (if applicable) and/or Case Management Plan (where applicable)
  - Health services information containing relevant information on any medical alerts, allergies, medical conditions that may require emergency care.
  - Court orders and their rescinding date (if applicable)
  - Other legal documents (eg, immigration status, change of name)

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<sup>6</sup> Form B is to be used in cases where the parent/ legal guardian is deceased but had established legal residency to qualify for Ministry of Education funding.



- Support service information such as psychometric assessments, speech and hearing tests, adjudication requirements for completing assessment activities
- Notification of the student being home school (where applicable)

### **Additional Information – Student File**

There is additional information that may be included in the Student Record. This information differs from what is required to be included in the Permanent Student Record and the Academy may decide to include in the Student Record other such documentation in addition to that required by the Student Records Order. These documents are not to be transferred to other schools when the student leaves the Academy. This may include:

- Legal name of the child, birth certificate or similar identification document
- Names and contact details of parents or legal guardian, emergency contact information
- Verification that the parents or legal guardian has been legally admitted to Canada and is a resident of BC
- Care Card number
- Family doctor's and/or specialists' contact information
- Serious discipline reports that include the corrective measures taken; reports of important meetings between the school and the parents or legal guardian relating to the student
- Standardized test scores, record of information which an educator deems relevant and important to the education of the student and any award information that is not part of the Permanent Student Record

Sensitive Student Information: this requires a high degree of confidentiality in how such information is handled by school staff. Examples include: counselling reports, psychiatric reports, family assessments; record of school initiated report of alleged sexual or physical abuse made to a child protection social worker.

The Academy's principal is responsible to ensure that consent has been received to collect, access, store, disclose and transfer sensitive documents in accordance with the law as defined in section 14 of the *Child Family and Community Services Act*.

### **Examination of Student Records**

A student and the parents or legal guardian of a student of school age are entitled to:

- i. on request and while accompanied by the principal or his or her delegate designated to interpret the records, to examine all student records kept by the Academy pertaining to that student.
- ii. The Academy may request and levy a fee to issue a copy of the Student Record they are entitled to examine under section (i) above.

### **Retention of Student Records**

Under section 5(1) and 5(3) the Academy is required to retain a Student Record for a period of not less than fifty-five (55) years. From the date the student withdraws or graduates from the Academy.



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### **Transfer of Student Records**

- The Academy will transfer the Student Record, the current student learning plan (if any) and the IEP (if any) for a student upon receipt of a request from the school authority where the student has transferred and is enrolled or to the board where the student is enrolled.
- Where a former student of the Academy is enrolled with an educational institution outside the province of BC and receives a request for this Student Record from that education institution.
- Within 60 days of closing the Academy would transfer to the Inspector the Student Record of any student that has not been forwarded to another educational authority or board in British Columbia.

### **Student Records Disclosure**

- i. The Academy will disclose the Student Record kept to a person who is planning for the delivery of, or delivering, health services, social services or other support services to that student.
- ii. Subject to any other legal authority or requirement that authorizes or requires disclosure, any person, who receives information from a student record pursuant to section (i) above, must not disclose that information to any other person except for the purposes of delivering or planning the delivery of the services referred in section (i) above.

### **Confidentiality**

In addition to parents/legal guardians and students, access to student records will only be granted, upon assurance of confidentiality (with consent), to professionals who are planning for or delivering education, health, social or other support services to the student concerned. Consent will be obtained in writing, listing the name and date of birth of the student, the name and signature of the parent/ legal guardian and the date of request.

### **Process to Update and Store a Student Record and Student File**

The principal of the Academy or his or her delegate will ensure the following protocols are followed when updating and storing a Student Record:

- Form 1704: update as the information changes on this form including the student's progress through the system
- Active/ Inactive Students: a paper file is to be kept of the Student Record and stored in a fireproof locked cabinet for active student records. For inactive students, this file be stored securely and be preserved from calamity (fire, flood, etc.).
- Access shall be limited to those employees (such as designated records clerks, administration, teachers and counsellors) who, by the very nature of their role at the Academy, are to have access. A paper copy is required currently by the Ministry of Education. Should the Academy wish to store this electronically, protocols and precautions need to be in place for deprecated or obsolete forms of storage. Should such data be accessible via the Internet an encrypted means of access is required.
- Required inclusions must be listed on Form 1704 indicating the date of inclusion and date of expiration.

The principal of the Academy or his or her delegate will ensure the following protocols are followed when updating a student file:



- Student files are locked in cabinets at the school.
- Access shall be limited to those employees (such as designated records clerks, administration, teachers and counsellors) who, by the very nature of their role at the Academy are to have access.
- The Academy, under section 34 of PIPA, is required to protect personal information from unauthorized access, collection, use, disclosure, copying, modification, disposal, or similar risks.
- The principal or his or her delegate will regularly review the student file to ensure that the information contained remains relevant and important to the education program for the student. It is the principal who is responsible for determining the relevancy of the contents of a student file.
- Archiving and Storage: the Academy will ensure that the student file is retained for no less than 55 years from the date of graduation or withdrawal from the school. It shall be securely stored and preserved from calamity.

### **Process to Transfer Student Records**

*Within British Columbia:* upon receipt from the requesting school authority where the student is or will be enrolled, the Academy shall forward the Student Record (including the required inclusions), the current IEP (if applicable) for the student concerned. The Academy will retain a copy of the Student Record indicating where the original Student Record has been sent and the date of the record was transferred. Only the Student Record and required inclusions will be transferred to the requesting school authority.

*Outside British Columbia:* upon receipt from the requesting school authority and receipt of a signed and dated parental consent, a photocopy of the Student Record will be sent including the required inclusions and copy of the most recent IEP (if applicable).

The Academy will only transfer sensitive and confidential information (eg, psychiatric assessments) after receiving from the parents or legal guardian a signed and dated parental consent.

The Academy will not transfer a record of Section 14 *Child, Family and Community Service Act* report of alleged sexual abuse made to a child protection social worker.

A summary of the student's school progress report may be provided to a prospective employer provided a written request is received from the former student. The Academy reserves the right to levy a fee for this service.

Graduating students from the Academy will be provided with an interim and/or final transcript of grades 10, 11 and 12 courses and marks when graduating and upon receiving a future request from the former student. Copies will be mailed directly to institutions of higher learning.

Student files will be reviewed by the principal when a student transfers schools. The principal will ensure that the documents listed on the List of Inclusions are still relevant to the educational program or well-being of the student. Documents that are no longer relevant will be removed from the List of Inclusions and removed from the student file and destroyed in a confidential manner (ie, shredded).



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