



SCHOOL POLICIES

School year 2017/2018

ÉCOLE COUSTEAU

3657 FROMME RD
NORTH VANCOUVER
BC V7K 2E6
PHONE : (604) 924-2457
FAX : (604) 924-4483
info@cousteauschool.org
cousteauschool.hubbli.com

Student Code of conduct and discipline policy

We refer to the BC Guide: Safe, Caring and Orderly Schools A Guide

<http://www.bced.gov.bc.ca/sco/guide/scoguide.pdf>

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

We focus on:

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

The rules, which vary according to the children's age-group, are set out in the school's Code of Conduct. This code is a contract between the child and his/her school. Children are made aware of the code's contents at the beginning of each school year and will get a reminder any time school staff feel it is necessary.

Our code of conduct refers to the Developing and Reviewing Codes of Conduct:

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

Purpose of the code of conduct

- to establish and maintain safe, caring and orderly environments for purposeful learning activity
- to establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities
- to clarify and publish expectations for student behaviour while at school, at a school-related activity or in other circumstances where engaging in an activity will have an impact on the school environment
- help students to be responsible off their acts and bring them contribute with their behavior to create a school environment respectful and for purposeful learning activity

Principle for our code of conduct

- Conduct must be continuously monitored to ensure our Code reflect current and emerging situations and are contributing to school safety.
- Our code will be reviewed and improved in light of evidence gathered and/or relevant research, and be

revisited as part of a regular cycle of policy review.

- We associate students and staff in the development and review of codes of conduct.
- Expectations regarding acceptable conduct are distributed to all students, parents and school staff at the beginning of the school year.
- Behavioural expectations outlined in our Code of conduct are consistently taught and actively promoted. Our Code of conduct is displayed in a prominent area in the school.
- Conduct must be continuously monitored to ensure our Code reflect current and emerging situations and are contributing to school safety.
- Our Code of conduct must be compatible across elementary and middle levels.
- Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context.
- Disciplinary action, wherever possible, is preventative and restorative, rather than punitive
- Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct

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

The procedures for implementing the Code of Conduct are currently being finalized in the council of masters, they will be put online on September 2017.

I) Cousteau: Attendance Policy

Lateness

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

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

Any student who arrives late for class must report to the receptionist: the parents must fill out the late sheet for PS-to-Grade 7 students. Parents must obtain a late-arrival report slip to present to the teacher. Parents accompany the student in the classroom and give the pupil to the teacher with the a late-arrival report slip. If the punctuality does not improve after being late 3 times per month, the parents will be summoned by a written report. Sanction could be associated.

If parents arrive late for pick-up (after end of school 3.15pm or after the end of a club) the student will be taken to the administration office and the appropriate fee will apply: \$1 per minute. This fee won't be applied if there is a last minute spot available at the garderie and if the parent or guardian call the school and ask to save it.

Parents need to notify the School on the first day the child is unable to attend due to illness and may require parents to provide medical evidence to support illness. Medical evidence can include the form of prescriptions, appointment cards as well as a doctor's certificate.

Absence

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

Authorised and unauthorised absences

An authorised absence is one for which the School has either given approval in advance or has accepted an explanation offered afterwards as satisfactory justification for absence.

Examples of authorised absences are: sickness, medical or dental appointments, the taking part in a day of religious observance, family bereavement or other exceptional family event. Missing registration for a medical appointment will be counted as authorised absence upon appointment proof. Parents are encouraged to make appointments outside school hours. When it is not possible, the pupil should be out of school for the minimum amount of time necessary for the appointment.

In case of absence, you must notify the School in writing as soon as possible: for this purpose you must email: info@cousteauschool.org and your child' s teacher.

It is the School which decides whether an absence is authorised or not. The report card will mention the number of unauthorised absence during the term.

The School Calendar and term dates are published on the School website. The children attendance will be available on their student's page on the website.

Pupil registration

The Headteacher is required to maintain two registers:

- an admission register (also known as the School roll and which contains a list of all the pupils registered at the School); and
- an attendance register (which records pupils' attendance)

II) Cousteau: Non discrimination and harassment policy

The responsibility of Ecole Cousteau is to ensure that students are subjected to a positive working and learning environment that is free from discrimination and sexual harassment. Ecole Cousteau does not condone and will not tolerate any behavior that is deemed discriminatory and or harassing. Members of the school that are

found to have harassed or been discriminatory towards others will be disciplined including but not limited to suspension or dismissal from the school.

Procedures

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

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

Informal Process

Ecole Cousteau encourages anyone who feels that he/she has been harassed or discriminated against to talk to the alleged harasser and to tell the person that the behaviour is inappropriate and that he/she wants the person to stop this behaviour. If the complainant does not feel comfortable doing this, the complainant may seek advice from the Principal and discuss the situation with the Principal without filing a formal report. The Principal will counsel the complainant and suggest some informal options for resolving the situation. A complainant may choose to use the informal or formal process at any time.

Formal Process

A formal process would occur under the following circumstances:

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

Step 1: The complainant will be asked to provide the Principal with a written statement providing as many factual details as possible.

Step 2: The Principal will meet with the complainant, the defendant and any witnesses. The defendant will have an opportunity to provide his/her interpretation of the situation. All discussions will be documented.

At any point during the formal process the Principal and the parties involved may decide to resolve the situation informally.

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

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

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

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

III) Cousteau: Bullying policy and procedure

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

What is bullying?

Simply put, bullying is a pattern of unwelcome or aggressive behaviour, often with the goal of making others uncomfortable, scared or hurt. It's almost always used as a way of having control or power over their target, and it is often based on another person's appearance, culture, race, religion, ethnicity, sexual orientation or gender identity. All incidents of bullying are serious and need to be addressed. The impact bullying has on the victim and the bully is very serious.

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

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

We set, communicate and reinforce clear expectations of acceptable behaviour and hold students accountable for their actions. We model and teach students about socially responsible behaviours. We are striving to develop positive, welcoming school cultures and are committed to creating the right environment for learning. This means building a supportive, respectful and inclusive school culture; building support in the community, particularly for addressing safety concerns; understanding important issues like bullying, harassment, racism, sexism and homophobia, and learning the skills needed to respond to them. They are also responsible for setting and enforcing Codes of Conduct.

Procedure if a bullying situation occurs

Informal Process

Ecole Cousteau encourages anyone who feels that he/she is being bullied against to talk to the alleged bully and to tell that person that the behaviour is inappropriate and that he/she wants the person to stop this behaviour. If the complainant does not feel comfortable doing this, the complainant may seek advice from the Principal and discuss the situation with the Principal without filing a formal report. The Principal will counsel the complainant and suggest some informal options for resolving the situation.

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

Formal Process

A formal process would occur under the following circumstances:

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

Step 1: The complainant will be asked to provide the Principal with a written statement providing as many factual details as possible.

Step 2: The Principal will meet with the complainant, the defendant and any witnesses. The defendant will have an opportunity to provide his/her interpretation of the situation. All discussions will be documented.

At any point during the formal process, the Principal and the parties involved may decide to resolve the situation informally.

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

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

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

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

Bullying Prevention Presentation

On a regular basis, Ecole Cousteau will dedicate a day for a workshop where presenters will come in to educate students and staff on Bullying Prevention. This way, students will have a good knowledge of Bullying and how to prevent it from happening to them or anyone else and they will also know the procedure on what to do when Bullying does take place.

IV) Cousteau: Use of drugs, alcohol or tobacco

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

V) Cousteau: Dress Code Policy

Practicality, neatness, appropriateness (student clothing must not have any inappropriate language, pictures or designs and no references to alcohol, smoking, drugs, or sex) and safety are required. No flip-flops, high heels, tank tops with spaghetti straps. Shorts and skirts must be long: at least a half-thigh length. Students arriving at school in unacceptable clothing will be sent home and allowed to return to school only when they have changed into something acceptable.

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

Three-year-olds have a time spent napping between 1:30 pm and 2:30 pm. Please bring a blanket, a sheet and a

pillow that can be kept in school. Students will bring them home regularly to be washed.

Paint is an integral part of the kindergarten program, please dress your child accordingly: no delicate clothes!

On days of physical education, students from kindergarten to CP must wear sports shoes.

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

Starting with the Grade 2, your child will have to wear a sport outfit and shoes for his physical education classes. Every Monday he will have to bring his sports bag with:

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

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

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

VI) Cousteau: Disciplinary measures

Referring to the BC Guide: Safe, Caring and Orderly Schools A Guide

<http://www.bced.gov.bc.ca/sco/guide/scoguide.pdf>

Cousteau, the French International School of Vancouver strives to create a positive working environment. A positive school climate means that all members must feel welcomed and respected. For it :

We develop respectful and positive behaviors in our students.

We warn more than we punish non-respectful behavior.

We highlight interventions upstream and in progress.

Any non-respectful behavior of the rules will have to be associated consequences.

We rely on ongoing dialogue with families on the behavior of their children.

We help students take advantage of their mistakes.

We ensure that disrespectful behavior does not penalize learning.

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

VII) Cousteau: Sanction Procedure

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

Scale of penalties:

1st offense: Verbal warning

2nd offense: written warning to parent or guardian

3rd offense: written warning to parent or guardian followed by Class Suspension

4th offense: Reference

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

Some examples of serious misconduct:

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

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

VIII) Cousteau: Appeal Policy

All academic decisions affecting students and any disciplinary action taken against individual students are subject to an appeals policy and procedure. These appeals may be made by students or parents. Any decisions made under the appeals policy will be in accordance with the principles of “procedural fairness” (also called “natural justice”). This means that a person must receive a fair and unbiased hearing before a decision is made that will impact on their rights or interests. What constitutes a fair and unbiased hearing will vary from case to case according to circumstances.

Dispute Procedures for Students

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

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

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

Step 3: Appeal to a Board of Education. If the first two steps of the appeal do not bring about a satisfactory resolution, the Principal will obtain the services of the Board of Education who will determine how the dispute will be resolved in the best interests of both parties.

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

Step 4: Appeal to a Superintendent of Appeals. If the first three steps of the appeal do not bring about a satisfactory resolution the Board of Education will obtain the services of an arbitrator who will determine how the dispute will be resolved in the best interests of both parties. The decision of the arbitrator will be binding on both parties. If an appeal to the board of education does not resolve your concerns, you may appeal to a superintendent of appeal, as long as the matter falls within the scope of the [Appeals Regulation](#).

Dispute Resolution and Appeals Procedure for Parents

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

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

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

Step 3: Appeal to a Board of Education. If the first two steps of the appeal do not bring about a satisfactory resolution, the Principal will obtain the services of the Board of Education who will determine how the dispute will be resolved in the best interests of both parties.

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

Step 4: Appeal to a Superintendent of Appeals. If the first three steps of the appeal do not bring about a satisfactory resolution the Board of Education will obtain the services of an arbitrator who will determine how

the dispute will be resolved in the best interests of both parties. . The decision of the arbitrator will be binding on both parties. If an appeal to the board of education does not resolve your concerns, you may appeal to a superintendent of appeal, as long as the matter falls within the scope of the [Appeals Regulation](#).

We refer to the BC Policy :

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

IX) Cousteau: Child abuse and neglect Policy

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

This policy is in-line with the procedures described in the Ministry's document "Supporting our students: A guide for Independent School Personnel responding to child abuse".

We refer to the BC HandBook for Action on Child Abuse and Neglect January 2016

http://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_generalpublicbooklet.pdf

Statement of Purpose

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

Recognition and Prevention of Abuse Policy - Definitions of abuse

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

- **Emotional Abuse**

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

- **Physical Abuse**

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

- **Neglect**

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

- **Sexual Abuse**

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

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

Child Abuse and Neglect Policy Appointed School Officials (2016-2017 School Year): Principal and Anais.

Our appointed school officials, staff, and teachers will be aware of, and alert to, signs of child abuse or neglect. If a student discloses of being abused or neglected, or if is suspected that a student has been or is likely to be abused or neglected, the primary school official will talk with the child first, being calm and supportive.

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

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

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

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

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

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

X) Cousteau: Health and Safety Policy

Ecole Cousteau is committed to providing a safe and healthy learning and working environment. Students, Staff and Teachers will be guided by the school's health and safety policies in compliance with Work Safe BC Occupational Health and Safety Regulations.

Every member of the school has a responsibility for his or her own safety and is expected to be mindful of the well-being of others.

Each student must do the following:

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

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

XI) Cousteau: Supervision Policy

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

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

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

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

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

XII) Cousteau: Homework Policy

Homework is an important part of the learning process.

From the first year, they fulfill several objectives:

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

Each student should expect to spend some time homework.

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

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

If you have questions about the objectives, content of homework, please contact your child's teacher.

Our students learn how to plan their work through the textbook or agenda. If your child does not do his homework, you will be alerted via his diary or an email.

XIII) Cousteau: Textbook, tablet and laptop Policy Health and Safety Policy

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

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

XIV) Cousteau: Personal information privacy policy Health and Safety Policy

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

PERSONAL INFORMATION PROTECTION ACT (PIPA)

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

- The independent school authority must not collect, use or disclose personal information without the

consent of the individual (unless otherwise permitted under PIPA).

- During or before the process of collecting personal information about an individual from the individual, the independent school authority must disclose to the individual verbally or in writing the purposes for the collection and, on request, contact information.
- The independent school authority may only collect, use or disclose personal information for the purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes Ecole Cousteau disclosed or are otherwise permitted under PIPA.

Under PIPA, students, parents and employees have the right to access their own personal information held by Ecole Cousteau. Furthermore, under PIPA, a parent or guardian of a minor may exercise the rights of the minor to access personal information of the minor if the minor is incapable of exercising this right under that section of PIPA. Moreover, the commissioner under PIPA can investigate complaints about Ecole Cousteau's handling of personal information.

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

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

Complaint-Handling Guidelines and Process

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

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

- a) Complaints may be made verbally or in writing.
- b) Complaints should immediately be brought to the attention of the Principal.
- c) Staff, upon request, should be able to inform an individual of the procedure for making a complaint and who to contact within the organization about the complaint. A complainant should also be informed of the right to complain to the Information and Privacy Commissioner if he or she is not satisfied with the organization's response to the complaint.
- d) When the complaint is received by the Principal (or other individual responsible for responding to privacy complaints), the date the complaint was received should be recorded.
- e) If the complaint was received verbally, the nature of the complaint (e.g. delays in responding to a request, incomplete or inaccurate responses, or improper collection, use, disclosure or retention) should be recorded.
- f) Receipt of the complaint should be acknowledged promptly.
- g) If necessary the complainant should be contacted for clarification.
- h) Complaints received shall be investigated thoroughly by the Principal or, if necessary, by another party with specialized knowledge.
- i) To ensure the complaint process is fair, impartial and confidential, the investigation shall not be

assigned to the subject of the individual's complaint except in extenuating circumstances (e.g. sole proprietorship).

- j) Give the investigator access to all relevant records, employees or others who handled the personal information or access request.
- k) Where the complaint is justified, take appropriate measures to rectify the situation, including correcting information handling practices and policies where necessary and communicating those changes to relevant staff.
- l) Notify individuals of the outcome of investigations clearly and promptly, informing them of any relevant steps taken.
- m) Record all decisions to ensure consistency in applying the Act.
- n) Follow up to verify that required changes to policies, procedures or practices have been undertaken.

See also :

www.bced.gov.bc.ca/independentschools/is_resources/pipa_act.htm

General information on PIPA may be found at:

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

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

XV) Cousteau: Accident and medical alert policies

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

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

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

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

XVI) Cousteau: Transport, field-trip, off site course work safety policy

Administrative Procedures

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

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

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

Transportation

Transportation of students by private vehicles shall be in accordance with Board Policy 607:

<https://www.sd44.ca/Board/PoliciesProcedures/Series600/Policy607/Pages/default.aspx>

XVII) Cousteau: Financial policy

Parents have to read, sign and approve the Contrat d'inscription for each child enrolled. This document is a contract in the sense of the law.

XVIII) Cousteau: ICT policy

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

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

Rules for accessing the internet

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

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

Personal electronic devices policy

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

XIX) Cousteau: Personal information privacy policy

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

- On our school website
- On various school publications (class diaries etc.)

Pupils work must never include the surname, only the first name should be written. Photographs that we may use aim at illustrating the website. As a consequence, no photograph of a student can be published without the parents' written consent form, signed at the beginning of the school year.

XX) Cousteau: SEND Policy (Special Educational Needs and Disability)

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

- upholding our commitment to being an inclusive school, where all members of the school community respect and care for each other
- identifying and assessing pupils with SEND as early and as thoroughly as possible and by offering appropriate advice
- fully involving parents/guardians and, where appropriate, the pupils themselves in the identification, assessment and delivery of SEND provision and striving for close cooperation between all
- working with the teachers of SEND pupils to ensure appropriate programmes of study and resources are put in place
- working with external agencies, where necessary, to allow the best possible progress for each individual

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

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

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

Defining Special Educational Needs and Disability

How we define Learning Difficulty

A pupil is defined as having a learning difficulty if s/he has significantly greater difficulty than the majority of pupils of the same age or if she or he has a disability preventing or hindering them from making use of

educational facilities of a kind generally provided for children of the same age.

Children with special educational needs may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, difficulties with speech and language or how they relate to and behave with other people.

How we define Disability

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

How we define gifted and talented

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

Clarifying meanings of French documents used in the context of SEND

PPRE (Programme Personnalisé de Réussite Éducative) :

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

PPS (Projet Personnalisé de Scolarisation)

This is an individual education plan designed to address and support physical needs of a pupil when learning is affected as a result. (For example, for a pupil with dyslexia, dyspraxia, dyscalculia, autism, etc.) This is for cases when there are professionals from outside agencies involved (occupational therapist, speech therapist, etc). For a pupil with a PPS, it may be deemed necessary for full or part-time one-to-one assistance by an AVS ('assistant de vie scolaire' or 'one-to-one teaching assistant'). The PPS is a document written by the class teachers / form teacher and is signed by the pupils' parents, class teachers / form teacher, the Principal and by the external professionals involved. It is reviewed a bi-annual basis.

PAI (Projet d'Accueil Individualisé)

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

Background and admissions

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

While not an academically selective school, all pupils who wish to attend must have a good knowledge of French language and, depending on which year group a child is entering, this will sometimes include a good

knowledge of written French. An aptitude test in the French language may be requested for children wishing to enter from GSM upwards and a place may be offered conditional on passing this. (This requirement applies equally to all applicants including those admitted in priority*.)

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

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

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

Objectives of Provision for SEND pupils

- to provide appropriate resources in class, timetabled opportunities for small group work and dialogue with families to advise on ways to further support pupils with disabilities and/or learning difficulties
- to provide appropriate resources in class, timetabled opportunities for small group work and dialogue with families to advise on ways to further support pupils who do not have a formal diagnosis, but for whom it has been identified that certain areas of the curriculum pose difficulty
- to ensure all teaching staff, parents and guardians and external agencies involved with the pupil are committed to adopting a positive approach to their learning and development and that effective, regular communication exists between them
- to provide extra time to SEND pupils for examinations if required

Special Educational Needs Coordinator

The School has a Special Educational Needs Coordinator.

Support for pupils

Pupils receive support for their learning at Cousteau as follows:

Step 1: Concern raised

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

Step 2: Observation and assessment

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

Step 3: Preparation of individual education plan

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

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

The plan will include:

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

Step 4: Pupil in Learning Support

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

Step 5: Learning Support considered external to school

Based on the findings of the report conducted by the external specialist, it may be deemed helpful for the child to attend one-to-one sessions on a twice-weekly/ weekly/ regular basis for a period of time. Where possible, this should be done outside of school hours, although sometimes it will be decided (as a result of limited hours of availability on the specialist's part or due to child's level of tiredness) that the pupil can be removed from school during teaching hours. If so, discussion between class teachers, the specialist and the parents should aim to ensure that the disruption of the child's learning is kept to a minimum. Sessions with external specialists are done at the parents' expense.

The School is unfortunately not able to give recommendations of specialists.

Step 6: Conclusion of programme of support

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

Support for Teachers

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

- Staff INSET
- Sharing of information at Cycle (key stage) meetings by class teachers and other adults
- involved in an individual's learning
- Advice through meetings set up with external specialists
- PRF (AEFE's training annual programmes for teachers). For the last three years, one of the training options has been about SEND.

Communication with parents

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

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

XXI) Cousteau: Nutrition policy

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

At Cousteau, The French International School of Vancouver, we ensure that each child eats and drinks healthily. A snack and lunch must be brought in from home. Please provide their lunch in a thermos flasks for hot dishes. All children should have their own drink, plastic cutlery and a napkin.

We encourage

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

We discourage

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

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

Do not forget the snacks!

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

Additional snack

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

NOTE:

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

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