



Secondary School & Program Policy Manual

Established September 2010

Revised April 2023

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SECTION 1 OPERATIONAL GUIDELINES

1.1 STUDENT ENROLLMENT

Original Policy Date: September 2010

Date Amended: February 2023

Artemis Place Secondary will enroll students who are likely to benefit from our academic and life skills support, and who are able to meet program requirements. These include choosing to be in the program and agreeing to basic requirements for safety and conflict resolution procedures.

Admitted students are female or transgender and from the age of 15 years old until they turn 19 later than July 1st of the current school year. Younger students may be placed on a waitlist until they meet age requirements, and a space becomes available. Students who are parenting may extend enrollment beyond school age cut off as the Society serves the entire family unit through the child's early years.

Referrals will be accepted from professionals, families or self-referral. Students will not be put on the waitlist until a referral form has been received.

A waitlist will be maintained; however, program needs will be considered when enrolling students, and students may not get into the program in the order they were put on the list. Program needs may include balancing age groups, student needs, funding requirements or other considerations.

Potential students must have the cognitive ability to fully engage in the program. If a disability, including addiction, mental health or behavioural disorder seriously impairs a student's ability to relate to others or to keep others safe, they will not be enrolled.

Students will be toured and screened before enrolling. Prior to enrolling, each student must voice that they are choosing to be in the program. No student will be enrolled against their will. They must also agree to abide by the Student Agreement and program policies.

1.2 CONFIDENTIAL NOTES

Original Policy Date: September 2010

Date Amended: February 2023

Counselling case notes, behaviour incident reports, Individual Education Plans and IEP goal progress notes, Community Planning Team meeting notes, Intensive Behaviour Intervention plans, third party notes and reports, and all documents supporting Special Education designations, are confidential and will only be shared with appropriate permission or when required by law. All documents regarding students created by staff members are the property of the society. Staff members will be responsible stewards of these notes and records.

Confidential documentation, other than counselling case notes, will be kept in a confidential folder in the student's file kept in a locked cabinet. The creator of the document (i.e., the counsellor) may keep a copy of the document in a secure location (locked cabinet or password protected) for as long as that staff member will require access to the document, after which time the copy will be shredded or deleted.

Confidential documentation may only be shared with express permission from the student and/or guardian. Students and guardians may give permission upon entering the school for sharing information that will benefit the student's progress (such as sharing the Individual Education Plan with approved community agency members), as well as sharing information that will support special education designations.

Youth and Family Counsellor (YFC) Case Notes

Counselling case notes are process notes used by the counsellor to record information and services provided to the student and family. They should include factual material, demographics, dates, timelines, unbiased statements of events, presenting issues, goals, and plans for future service. The following should not be included: opinions, value judgments, unsubstantiated claims, and identifying information about others unless directly involved in incident. Case notes should be written as if they might be read by the student or family member. Counselling case notes are to be kept by the counsellor in a secure location. Case notes should include documentation of at least one interaction per week even if it is only a brief contact or leaving a message for a youth.

The content of a YFC counselling session is confidential and may not be disclosed to a parent or anyone without student permission. However, there are exceptions counsellor notes can be subpoenaed and then must be submitted, unedited, for use in courts.

1.3 STUDENT FILES AND RECORDS

Original Policy Date: September 2010

Date Amended: February 2023

The following policy statements are provided to inform all parties who collect, store, use, disclose, transfer and protect student information.

Artemis Place Secondary will:

- 1.1 Ensure that the Education Director is responsible for the establishment, security and maintenance of the Student Record and Student File (as defined in this policy) for each student registered in the school according to the procedures defined in this policy.
- 1.2 Only collect, use or disclose personal information with the consent of the individual student or legal guardian, unless otherwise authorized under PIPA.
- 1.3 On or before collecting personal information, disclose to the individual student verbally or in writing the purposes for the collection of personal information.
- 1.4 Only collect, use or disclose personal information for purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes disclosed by the school or are otherwise permitted under PIPA.
- 1.5 Secure Student Records and Student Files with access within the school authority restricted to those individuals who, by the nature of their work, are required to have access to the information.
- 1.6 Provide access to personal information about an individual student to the individual student (if capable of exercising PIPA rights), and to a parent or legal guardian of the individual student during school hours and under the supervision of the principal or designate.
- 1.7 Subject to legal requirements, ensure that student records will be retained for the period required of 55 years.
- 1.8 Inform parents/legal guardians that concerns, complaints and questions about personal information handling policies and practices of the school authority may be directed to the school's Education Director by calling the school office.
- 1.9 With consent, disclose information contained in the Student Record to professionals who are planning for the delivery of, or delivering, health services, social services or other support services to an enrolled student.
- 1.10 Retain a copy of required student documentation, upon transferring student records to another secondary school, in order to verify students' special education designation post transfer.

1.3.1 Definitions and Student Record Components

Elements of the Student Record

- i. The Permanent Student Record (PSR), as defined in the Students Records Order (I 1/07):
 - a. Form 1704, PSB 048 (revised 1997) completed according to the Permanent Student Record Instructions that are effective at the time of completion; and
 - b. Student Progress Reports for the two most recent years or an official transcript of grades;
- ii. All documents listed as inclusions on Form 1704 (see 2.2 below);
- iii. Signature verifying the information about the student's parent or guardian in respect of students eligible for funding (see Appendix I); and
- iv. A copy of the student's previous year Individual Education Plan (IEP).

Permanent Student Record (Form 1704) Inclusions

The following inclusions must be listed on Form 1704, including document date, title and expiry date or date rescinded (if applicable), and copies of the documents listed must be filed with the PSR:

- i. Health Services information as indicated by the medical alert checkbox, such as diabetes, epilepsy, anaphylaxis producing allergies, and any other condition which may require emergency care;
- ii. Court orders as indicated by the legal alert checkbox;
- iii. Other legal documents, e.g. name change or immigration document;
- iv. Support services information (e.g. psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities)
- v. Current IEP and/or Case Management Plan (CMP) where applicable; and
- vi. Notification of a student being home schooled.

The following inclusions may be listed on PSR Form 1704, including document date, title and expiry date or date rescinded (if applicable) and if listed, copies of the documents must be filed with the PSR:

- i. Records of information which an educator deems relevant and important to the educational program of the student;
- ii. Award information; and
- iii. Standardized test scores (if deemed relevant and important to the educational program of the student).

If the above optional inclusions are NOT listed on PSR Form 1704, then they may be included in the Student File (see section 2.3, viii below).

Student File

Additional items must (see i below) or may (see ii – viii below) be included in the school's student records as part of the Student File. These items include:

- i. Student eligibility information (required):
 - a. Legal name of child – verify the original and file a photocopy or scanned copy of birth certificate or similar legitimate identification document;
 - b. Official name(s) of parent(s) or guardian(s) with home and work contact information; and
 - c. Verification that parent/guardian is legally admitted to Canada and a resident of BC (see Appendix I, Form A, used to collect this information);
- ii. Care Card number;
- iii. Emergency contact numbers;
- iv. Doctor's name and contact information;
- v. Previous Student Progress Reports (other than the two most recent years required in the PSR);
- vi. Serious discipline reports (e.g. copies of letters to parents/guardians regarding discipline matters and corrective actions taken);
- vii. Reports of important meetings/discussions relating to the student; and
- viii. Standardized test scores, records of information which an educator deems relevant and important to the educational program of the student, and award information IF NOT listed as inclusions on the PSR (see section 2.2 above).

Sensitive Student Information

This may include information which by its nature requires that school staff observe a high level of confidentiality. Examples include:

- i. Psychiatric reports;
- ii. Family assessments;
- iii. Referrals to or reports from school arranged counselling services; or

- iv. Record of a school-initiated report of alleged sexual or physical abuse made to a child protection social worker under section 14 of the Child, Family and Community Service Act.

1.4 INCLUSIVE EDUCATION (prev SpecED)

Original Policy Date: September 2010

Amended: February 2023

Special Education (Inclusive) Background Information:

We believe that students learn best when their Individual needs, learning styles, strengths, interests, and goals are recognized and supported. Almost all the students who come to Artemis Place learn in a different way than is usually taught in traditional high schools. When students struggle with learning due to vastly different learning styles, learning difficulties, sensory challenges such as hearing loss, attention difficulties or mental health issues, they generally become frustrated, anxious, and disheartened.

It is our goal to provide the best fit for students who have not found the right fit in the regular school system. To do this, we believe that each student should have a learning program based on their present level, their goals, their strengths and interests, and their needs.

What is Inclusive Education?

Inclusive Education is a broad term used to describe specially designed learning opportunities to meet the unique needs of exceptional learners. Inclusive Education services enable students to have equitable access to learning opportunities to ensure they achieve the goals of their Inclusive Education Plans. Education Plans can include academic, social, emotional, and behavioural learning. According to the BC Ministry of Education: “students with special needs have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature, or have a learning disability or have exceptional gifts or talents.” In BC, the students whose exceptionalities are significant, have a Ministry Special Education identification. These students have an Inclusive Education Plan (IEP) that includes:

- learning standards that are different from, or in addition to the expected learning standards set out in the MOE curriculum, including those from a different grade level.
- a list of support services.
- formalizes planning decisions and processes, linking assessment with programming.

- provides teachers, parents, and students with a record of the educational program for a student and serves as the basis for reporting the student progress.
- serves as a tool for tracking Inclusive student learning in terms of agreed-upon goals and objectives.
- documents the relationship between support services being provided and the student's educational program.
- provides students and parents with a mechanism for input into the Individualized planning process.

Competency Based Inclusive Education Plans

Artemis Place adopted the competency-based Inclusive Education Plan in 2021-2022 school year. Competency based plans align with Artemis philosophies and practice. All planning begins with student voice and it remains an open living document through the school year. This allows students to focus on their strengths, growth and self- reflection. The process allows for authentic progress to show over the school year. The vision is to involve the student with as much self-determination and input as possible and is written using positive, growth-based language. It encourages students to be active participants in IEP development and link learning to the development of the core and curricular competencies.

The Inclusive or Individual Education Plan (IEP) begins at Intake.

- Student Personal Profile information are collected through student online survey or interview.
 - It includes best learning practices, supports found to be helpful, learning environment preferred from the student point of view.
- Student Core Competencies Goals are collected through an interview or online survey.
- School staff will complete a file review to gather helpful information on past assessments, recommendations, diagnoses, medical and education history.
- **Assessments:** If there is evidence of an undiagnosed medical, learning, sensory or mental health condition, Artemis Place staff will work with the student's Support Team/family to refer the youth for appropriate assessments. Some formal assessments will be done with the assistance of the Support Team (i.e., Conners Rating Scale). The formal assessment results may be interpreted in consultation with a contracted professional with a doctorate degree in psychology.
- Counsellors will act as case managers for the youth on their caseloads.
- **Interagency Meeting:** The counsellor oversees inviting the youth, guardians, and interagency service providers to an interagency meeting. There will be a minimum of one full interagency meeting each year, with several opportunities for meetings with key players at other times in the year. This meeting will lead to an Inclusive Education Plan.

Parts of the Inclusive Education Plan:

Outside agencies: All Artemis Place students have an assigned Youth and Family Counsellor. The counsellors work alongside the teachers and sometimes early childhood educators to provide and support self care and advocacy. In addition, many students are connected to other agencies.

Universal Classroom Supports: These supports are available to any student at Artemis: preferential seating, graphic organizers, choice of room (quiet room, conversation room or a room with music playing and movement), individual counselling, community resources, adapted individualized curriculum, informal and formal assessments.

Essential Supports: These supports are identified through assessments or through specialists that are necessary for the student to access the curriculum: text reader, voice recognition, personal FM system, assistive communication device.

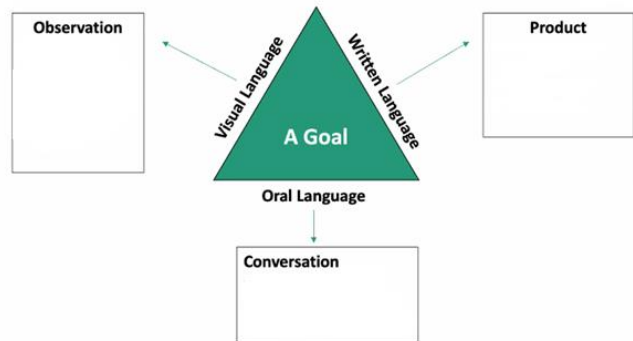
Core Competency Goal Planning

Core Competency Goals		
Core Competency Goal Area/Domain	Core Competency Goal Identified by the student through their interview at intake. A Curricular competency goal may also be written if it best meets student need.	
Objective & Current Performance	Instructional Strategies & Who Implements	Method of Measuring
Identify the observable student outcome – written alongside of the student/consult Learning Profile	What strategies will the student best be able to use? Consult the learning profile in conversation with the student to determine the best strategies at this time. Identify, along with the student and parents the best resources, tools, materials, and ideas for how a student could reach this objective.	Triangulation of Evidence – see below
Review: A mid year review and adjustment is made to the IEP. Amendments are made to reflect student needs at this time of the year. May and June review and transition plans are made. Attention to designations and referrals are made with student and families’ consent.		

The Triangulation of Evidence: (measuring student progress)

- Conversations might include examples like conferences, notes, journal, community talking circles, student feedback, and interviews;
- Observations might include examples like checklists, anecdotal observation, questioning, learning presentations, listening, speaking, problem solving and group skills; and
- Products might include examples like performance tasks, assignments, reader responses, photo journal, student leadership.

T - Triangulated Evidence



Transitions:

Transition Planning
Transition planning into the summer months for returning students includes course planning for the upcoming school year, and a discussion about anticipated supports to facilitate student wellness and success. A student who is leaving Artemis would have a transition plan into the work world and/or another educational institution.

The Inclusive Education Practice process works best when:

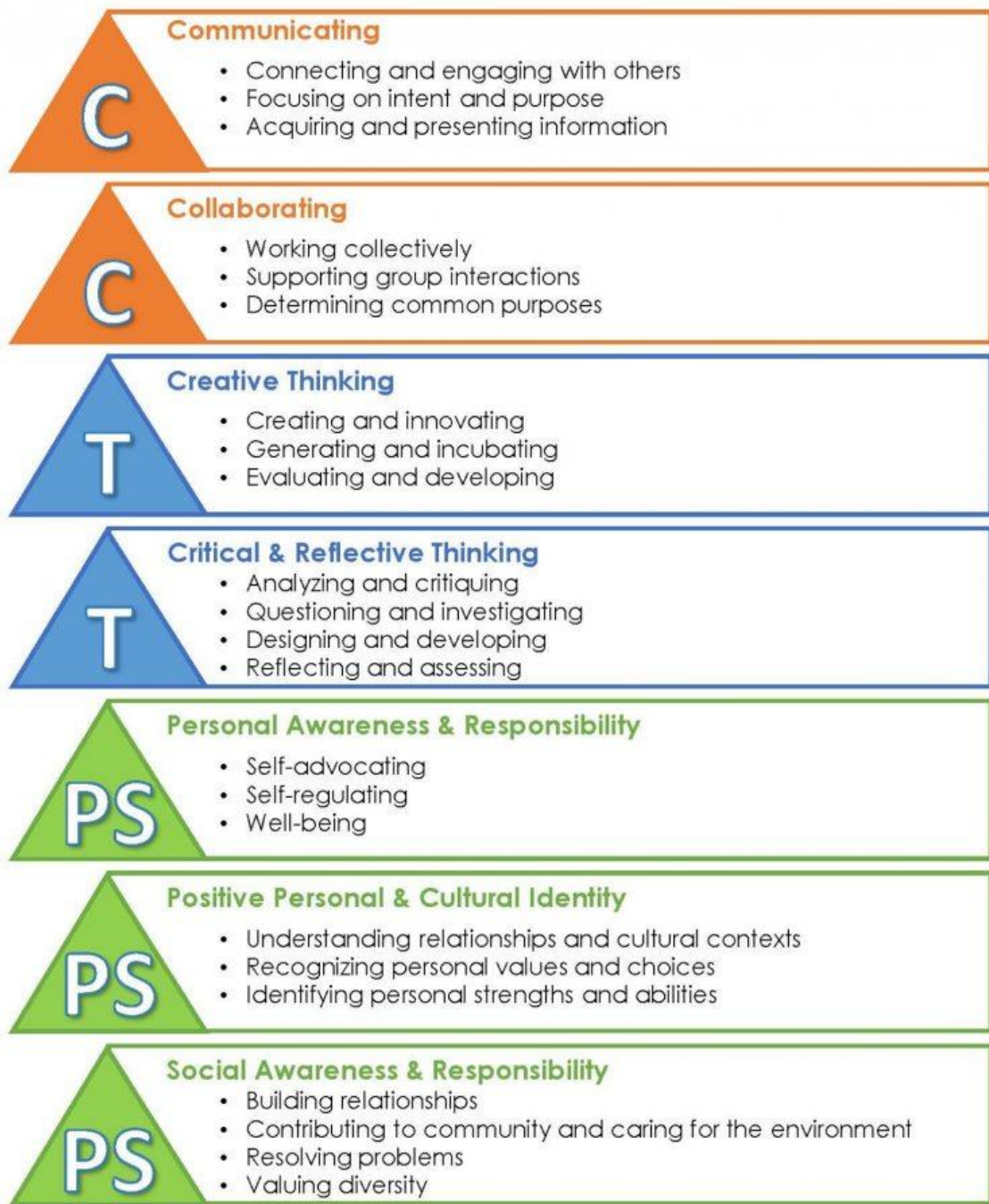
- There is collaboration and ongoing consultation amount students, parents, teachers, counsellors, administrative and support personnel and representatives of district/community/regional agencies.
- The students and parents/guardians have the opportunity to be active participants in the process, to initiate discussions regarding the learning needs or request access to support. The students feel welcome and encouraged to participate.
- Staff have the support of in-service and other resources such as other professionals or specialists.
- Information is promptly shared with protocols that are consistent with the Freedom of Information and Protection of Privacy Act.
- Teachers are responsible for the students' educational program. They communicate regularly with one another to determine best practices for each student at Artemis. Teachers are also responsible for reporting to parents regarding a student's progress.
- The Education Director is responsible for supporting the program according to the Inclusive Education Plan, and for maintaining the vision for inclusion in the school. They process new admissions, sign contracts with outside services where appropriate, and provide for all students (e.g. budgeting, staffing, staff supervision, facilities, safety, dealing with major concerns, appropriate curriculum, etc.)
- Psychologists assist school and district staff in providing in-service training for professional and teacher assistant staff and participate or assist in program evaluation and research activities.
 - Our process to access psychology services begins with a referral from an IEP review. An Artemis contract psychologist is then able to meet with the student, their parents and move forward to the next needed step for helping the student find ways of understanding their way of learning.
- Physiotherapy/Occupational Therapy, speech-language pathology and medical professionals are referred to on a case-by-case basis with the need evident from the IEP process.

All enrolling students must meet the criteria for a special education designation as established by the British Columbia Ministry of Education. We follow the [Special Education Services Manual of Policies, Procedures and Guidelines](#) in identifying the needs of our students and providing appropriate educational supports for them.

Low Incidence	Level 1	A	Physically Dependent – Multiple Needs
		B	Deaf-Blind
	Level 2	C	Moderate to Profound Intellectual Disabilities
		D	Physical Disability or Chronic Health Impairment
		E	Visual Impairment
		F	Deaf or Hard of Hearing
	Level 3	G	Autism Spectrum Disorder (ASD)
H		Students Requiring Intensive Behaviour Intervention or Students with Serious Mental Illness	
High Incidence	No supplemental funding; basic per-student allocation only	K	Mild Intellectual Disabilities
		P	Gifted
		Q	Learning Disabilities
		R	Students Requiring Behaviour Support or Students with Mental Illness

Appendix: Core Competency references

Core Competencies



1.5 CURRICULUM DESIGN

Original Policy Date: October 2018

Date Amended: February 2023

In keeping with Artemis Place Special Education policy, curricula development is specific to students' needs, challenges, strengths and interests, with a focus on individual or small group instruction, and activities that allow students to work at their own pace. Collaborative curricular drafting meets the BC Ministry of Education's revised curriculum requirements and three key questions are considered:

1. What are the big ideas for students to consider as they learn?
2. What key concepts do students need to understand to organize their new learning and ideas?
3. What are the specific skills students should acquire, and how will assessment reflect when they've "got them"?

With these questions as a guide, Artemis Place develops learning opportunities that are responsive, relevant and engaging and based on the needs and interests of students, staff and community, and acknowledges the context in which students live and learn.

Artemis Place is sensitive to, and supports, developing a greater understanding of Indigenous perspectives and principles of learning. With a commitment to place-based learning and traditional teachings, we are building connections, sensitivity and respect between students and their community.

1.6 COMPLAINTS AND APPEALS

Original Policy Date: September 2010

Date Amended: February 2023

Parents/guardians and youth have a right to know when the school is considering a decision that will impact an individual student, such as removing them from the school, or restricting their participation in the school. They have a right to know what this decision is based upon, and to have an opportunity to provide additional information. The society will make every effort to make the decision-making process as fair and unbiased as possible. The school will clearly communicate decisions impacting students in a timely manner.

Procedure:

Whenever possible, decisions impacting individual students will be made in consultation with the student's support team, including the youth, parent/guardian, school staff and outside support workers.

If a parent/guardian or youth does not agree with an action that is taken or a decision that is made, that person is encouraged to first attempt to resolve the disagreement with the staff person directly involved in the incident/decision. If this does not bring a satisfactory resolution, a meeting may be set up with the Education Director. If the matter remains unsatisfactorily resolved, a committee will be appointed by the

society board of directors to listen to the complaint. The Education Director will not be on this committee. The Board will make a reasonable attempt to ensure the committee is unbiased regarding the complaint/complainant. If required, the complaint may then be brought to the Society Board of Directors. If the parent/guardian remains unsatisfied with the decision, the matter could be elevated to the FISA Ombudsperson for review.

The complainant will be supported to have an advocate at any meetings if desired.

1.7 PEACEBUILDING

Original Policy Date: September 2010

Date Amended: February 2023

Peacebuilding is a fundamental part of the Artemis program. Agreeing to take part in peacebuilding when asked to do so is a requirement of enrolling in the school. Students who refuse to take part in a peacebuilding are choosing not to attend Artemis Place.

When there is conflict between students, they will be required to participate. Even if the conflict took place outside of school, or residual conflict, a peacebuilding session will be required.

Students agree to not talk to anyone about the conflict except program staff and the student(s) involved in the conflict, until the process is resolved.

Peacebuilding is a staff-guided process of mediating conflict, enhancing communication, and maintaining safe and respectful relationships within our community.

Peacebuilding may also be used as a strategy to address conflict between students and staff. In this situation, it would be facilitated by an Administrative staff member.

1.8 SCHOLARSHIPS

Original Policy Date: October 2016

Date Amended: February 2023

Each school year, two \$500.00 scholarships will be offered to graduating students to be used towards any type of post-secondary training or required training materials or supplies related to the training. The staff team collectively decides who will be offered the scholarship funding each year.

Students have up to one year to claim the scholarship; but, may re-apply after this point and if monies are available, extensions may be approved by the Co-Directors.

Scholarship money is donated annually, and ongoing scholarship monies are conditional upon donations and/or the balance remaining in the scholarship account. Scholarship funds are protected for scholarship use only and are rolled over from year to year if unspent.

1.9 LEARNING RESOURCES

Original Policy Date: April 2017

Date Amended: February 2023

Learning resources include any materials used by teachers to assist students to meet core program learning expectations. Learning resources used at Artemis Place are approved by individual teachers and they are accountable to the Board Education Committee to evidence that materials have considered the following criteria:

- Support the learning standards and outcomes of the curriculum
- Assist students in making connections between what they learn in school and its practical application in their lives
- Address developmental and age appropriateness
- Have effective instructional and technical design
- Meet the requirements set by copyright and privacy (PIPA) legislation
- Suitability based on the pedagogical, social, philosophical, and cultural values of Artemis Place.

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

- encourage understanding and promote positive social attitudes and respect for diversity and individual differences
- ensure that BC students will see themselves and their life experiences, within a free, pluralistic, and democratic society and evidenced in the learning materials they use in their classroom
- identify potential controversial or offensive elements that may exist in the content or presentation, and highlight where resources might support positive social attitudes, diversity, and demonstrate tolerance and respect for individual differences
- include First Peoples Principles of Learning.

Resource Challenges

Members of the school community who object to the use of a resource must put their objection in writing to the Education Director, identifying the resource(s) and why they may not be suitable. Objections will only be accepted from individuals whose children are directly engaged with the learning resource(s), educators who use the resource(s), or Ministry of Education staff.

Within 14 days of written receipt of a learning resource challenge, the Education Director will convene a meeting of a committee, consisting of a minimum of three representatives of Artemis Place Society, one of whom must be an administrator and another a practicing teacher. Based on the committee's recommendation, Artemis Place may dismiss the challenge, raise the awareness of the implications of using the resource with the teaching staff, communicate with the publisher and/or withdraw the recommended resource from further use in the school.

The individual issuing the challenge will be notified of the committee's decision in writing within 14 days of the decision.

1.10 PERSONAL INFORMATION PRIVACY FOR PARENTS AND STUDENTS

Original Policy Date: September 2020

Date Amended: February 2023

Safeguarding personal information of parents and students is a priority of Artemis Place Secondary. The school is committed to meeting the privacy standards established by British Columbia's *Personal Information Protection Act* (PIPA) and any other applicable legislation.

This policy describes the collection, use and disclosure of personal information about students and parents, including steps the school has taken to ensure personal and financial information is handled appropriately and securely.

Ten Privacy Principles

As part of Artemis Place Secondary's commitment, the *Ten Privacy Principles* govern the actions of the school as they relate to the use of personal information.

Definitions

In this Personal Information Privacy Policy, the following terms have the meanings set out below:

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

"Parent" means the parent, guardian, or other legal representative of a student.

"Student" means a prospective, current, or past student of Artemis Place Secondary.

Principle 1 – Accountability

Artemis Place Secondary is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school designates an individual who is accountable for the school's compliance with the *Ten Privacy Principles*. This individual is the *Privacy Officer* of the school.

You may contact our Privacy Officer (2022-23 school year – Program Director, Heather) by contacting the main office at (250) 598-5183 ext 1 or info@artemisplace.org.

Principle 2 – Identifying Purposes

Artemis Place Secondary will, before or at the time personal information is collected, identify the purposes for which the information is collected, used and disclosed.

What Information is Collected?

Artemis Place Secondary collects and uses personal information to provide students with quality educational services. Most of the information the school collects come to the school directly from parents and students or is information regarding the student's school activities, performance or behaviour, such as attendance records or grades. For example, when a student applies to register in the school, the school will ask you to provide the information that enables it to complete the registration process. This also includes information on academic, health, and personal matters needed by the school to provide the best possible education and curricular programs. Artemis Place Secondary also collects information in connection with the use of its computer systems.

Principle 3 – Consent

Artemis Place Secondary will obtain consent of the individual for the collection, use or disclosure of personal information except where the law states exemptions, grants permission, or creates a requirement for collection, use, or disclosure of personal information.

Requirements for consent to collection, use or disclosure of personal information vary depending on circumstances and on the type of personal information that is intended to be collected, used or disclosed. In determining whether consent is required and, if so, what form of consent is appropriate, Artemis Place Secondary will take into account both the sensitivity of the personal information and the purposes for which Artemis Place Secondary will use the information. Consent may be express, implied (including through use of "opt-out" consent where appropriate) or deemed. For example, if an individual provides his/her mailing address and requests information regarding a particular service, consent to use the address to provide the requested information may be implied.

On giving reasonable written notice to Artemis Place Secondary, an individual may withdraw consent to the collection, use or disclosure of his or her personal information. Upon notice of withdrawal of consent, Artemis Place Secondary will notify the individual of the likely consequences of withdrawing his or her consent and, except where otherwise required or permitted by law, Artemis Place Secondary will stop collecting, using or disclosing the personal information as requested.

If a person provides Artemis Place Secondary or its service providers or agents with personal information about an individual, the person represents that it has all necessary authority and/or has obtained all necessary consents from such individual to enable Artemis Place Secondary to collect, use and disclose such personal information for the purposes set forth in this Personal Information Privacy Policy.

Principle 4 – Limiting Collection

Artemis Place Secondary will limit the personal information collected to that information necessary for the purposes identified by the school.

Principle 5 – Use, Disclosure and Retention

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

How is Information Used?

Artemis Place Secondary uses personal information as follows:

- to communicate with parents and students, process applications and ultimately to provide students with educational services
- to enable the school to operate its administrative functions
- to communicate health, psychological, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services

If for any reason personal information is required to fulfill another purpose, the school will, where appropriate, notify you and ask you for your consent before the school proceeds.

Artemis Place Secondary may use anonymous information, such as information collected through surveys or statistical information regarding students, to constantly improve our school.

When May Information be Disclosed?

Artemis Place Secondary may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law. Artemis Place may disclose information contained in the Student Record to professionals who are planning for the delivery of, or delivering, health services, social services or other support services to an enrolled student. Access to a Student Record or Student File will only be granted access upon assurance of confidentiality (with consent), to professionals who are planning for or delivering education, health, social or other support services to that student. Consent will be obtained in writing, listing the name and date of birth of the student, the name and signature of the parent/guardian, and the date of the request.

When Authorized by You

Other educational institutions routinely contact the school for personal information about students. For example, if a student moves to another school, college or university, student records are requested by the enrolling institution. Your permission to pass on these records is usually obtained when the student is registered, and you authorize the school to disclose such information to other appropriate educational institutions for the ongoing education of the student.

Contact information may be used to enable the school to provide the para-educational and administrative services usually operated by the school. These services include phoning committees, participation groups, parent meetings, fundraising, events, annual general meetings, etc.

In some cases, when communication is over the telephone, your consent to the use and/or disclosure of your information will be obtained verbally. In other cases, such as when you communicate through e-mail, your consent will be obtained electronically.

When Required by Law

The type of information the school is legally required to disclose most often relates to family court issues, legal proceedings, court orders and government tax reporting requirements. Student information as per Form 1701 is annually filed with the Ministry of Education.

Only the information specifically requested is disclosed and the school takes precautions to satisfy itself that the authorities making the request have legitimate grounds to do so.

When Permitted by Law

The school is legally permitted to disclose some personal information in situations such as an investigation of illegal activities, reasonable methods to collect overdue accounts, a medical emergency or suspicion of illegal activities, etc. Only pertinent information is disclosed.

The school does not sell, lease or trade information about you to other parties.

Outside Service Suppliers

At Artemis Place Secondary the school sometimes contacts outside organizations to perform specialized services such as printing, or data processing. Suppliers of specialized services are given only the information necessary to perform those services, and Artemis Place Secondary takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

Restricting Sharing Information

If you choose to limit the sharing of your personal information, please contact the school office and submit a written letter specifying which items of personal information you wish to limit, and to whom you wish these items to be restricted. Please remember that certain agencies, by law, have access to certain types of personal information.

How Long Is Personal Information Retained?

Personal information will only be retained for the period of time required to fulfill the purpose for which it was collected. Once the personal information is no longer required to be retained to fulfill the

purposes for which it was collected and is no longer required or permitted to be retained for legal or business purposes, it will be destroyed or made anonymous.

Principle 6 – Accuracy

Artemis Place Secondary will take appropriate steps to ensure that personal information collected by Artemis Place Secondary is as accurate and complete as is reasonably required in connection with the purposes for which it was collected, used or disclosed.

How May I Update Outdated or Incorrect Information?

An individual may, upon written request to Artemis Place Secondary request that Artemis Place Secondary correct an error or omission in any personal information that is under Artemis Place Secondary's control. Artemis Place Secondary will, as appropriate, amend the information as requested and send the corrected personal information to each third party to which it has disclosed the information during the preceding year.

Principle 7 – Safeguarding Personal Information

Artemis Place Secondary will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

The School's Employees

In the course of daily operations, access to personal information is restricted to authorized employees who have a legitimate reason for accessing it. For example, teachers will have access to personal information about students.

Employees complete training about the importance of privacy and they are required to follow the school's policies and procedures regarding handling of personal information.

Student Files

Student files are stored in secured filing cabinets. Access is restricted to only those employees (admin, teachers, teacher-aides, YFCs, Program Assistant, etc.) who, by nature of their work, are required to see them.

Electronic Security

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

Principle 8 – Openness

Artemis Place Secondary make information available to individuals concerning the policies and practices that apply to the management of personal information.

Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officer of Artemis Place Secondary.

Principle 9 – Individual Access

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

How May I Access My Personal Information?

Individuals may access and verify any personal information with appropriate notice so that the office is able to supply the information required. Most of this information is available in the registration forms and other forms that you filled out.

Student or Parent Access to Student Personal Information

A student or parent/guardian may access and verify school records of the student, with appropriate notice during normal school hours. In situations of family breakdown, the school will grant access to records of students in accordance with the law.

Principle 10 – Complaint Process

Individuals may question compliance with the above principles.

Questions, Concerns and Complaints

Questions, concerns, and complaints about privacy, confidentiality and personal information handling policies and practices of the school should be directed to the school's Privacy Officer, Heather (Program Director) heather@artemisplace.org or calling the school office. If necessary, individuals will be referred to use the school's complaint procedure and appeals policies.

1.11 TRANSPORTATION, LICENSING AND OUTINGS

Original Policy Date: September 2010

Date Amended: February 2023

Artemis recognizes the importance of outings into the community. These outings may be for educational, cultural, social or recreational purposes, or to access community resources or services. Parents/guardians sign general permission for transportation, but they shall be informed about and give specific permission forms for any outings that take place outside of the Capital Regional District, for overnight trips, or for outings or activities that have more risk.

In all instances of student transportation, staff/volunteers are responsible for:

- signing (and in) on the white boards and include participant names and return time
- carrying their current BCDL
- carrying a cell phone
- having all student emergency contact information with them
- having a first aid kit and emergency supplies in the vehicle
- having another staff or volunteer supervising when there are more than five students

For all staff or volunteers who transport students in their *personal vehicles*, the following items must be in place and up to date:

- An Artemis Place Driver Authorization form (see appendix) completed at the beginning of each school year, *and* it must be updated whenever:
 - car insurance is renewed
 - driver's license is renewed
 - a different vehicle is utilized
- A copy of the staff [Driving Record](#) from ICBC, submitted at the beginning of each school year
- A photocopy of the driver's current BC Driver's License, vehicle insurance and registration
- All vehicles that are used to transport students must have a minimum of \$2,000,000 third party legal liability, with collision and comprehensive coverage, and a deductible of not more than \$1,000.
- Correct rate class coverage: For example, basic to and from work coverage allows commuting plus six days of business/work use per month. Employees who use their vehicle for work purposes more than six days a month will carry business-use class insurance (e.g. class 007/027). With pre-approval from the Director, employees may be eligible to have the insurance premium difference reimbursed from 'to and from work' to 'business-use' class insurance. Appropriate documentation must be submitted with an Expense Form for reimbursement.

For all staff or volunteers who transport students in the *Artemis van*, the following must be in place and up to date:

- Current Class 4 BCDL classification and a photocopy of the license submitted
- Completed Driver Authorization form (see appendix) at the beginning of the school year, *and* it must be updated whenever the driver's license is renewed
- A [Driving Record](#) from ICBC to be submitted annually

All driving related documentation will be filed in individual personnel files. When annual documentation is submitted the previous year's records will be shredded.

1.12 SCHOOL TRAVEL — ARTEMIS VAN

Original Policy Date: September 2010

Date Amended: February 2023

The following elements are necessary to ensure the safe and appropriate use of the Artemis van for school travel purposes.

1. Inspection, maintenance and repair of vehicle:

- At the beginning of the school year, staff who have a class 4 license shall meet to review the transportation policies and inspect the van
- A maintenance log sheet shall be kept in the binder, in addition to current inspection and maintenance reports
- All vehicle inspection, maintenance and repair records must be logged on the log sheet and kept in the van binder or in the office for at least three years, the Commercial Vehicle Inspection Report (CVIR) dates are noted on the log sheet, and that previous copies of all inspection documents be kept in the binder
- Any items documented at the annual School Bus Inspection Report and/or the CVIR must be included on the vehicle log sheet; specifically, what defect was repaired, when and by who
- Defects may only be repaired by a technician certified by the Ministry of Transportation and Infrastructure
- Copies of receipts for all repairs logged must be included in the binder as part of the vehicle record
- The fire extinguisher in the van must be inspected annually by a certified inspection company
- The van must be taken to a technician certified by the Ministry of Transportation and Infrastructure for bi- annual inspections

2. Trip planning and pre and post trip inspections:

- The van binder in the office has copies of the Driver's Vehicle Inspection Report form, which must be completed prior to each trip
- it is the driver's responsibility to ensure that the office is informed of the trip plan prior to departure. This must include:
 - The destination, time of departure and estimated time of return
 - The cell phone number of one of the adults in the van
 - The names of all staff attending the trip
 - The names of all participants attending the trip in the van

3. Safety and emergency response:

- Van field trips require two adults if more than five students are attending
- All trip safety protocols must be reviewed prior to starting your journey:
 - Ensure everyone is wearing an appropriately adjusted seat belt
 - Check the installation and security of all child safety seats
 - Ensure that all personal effects and strollers are securely stored and won't become a hazard in the case of a sudden stop or crash
 - Point out all points of exit from the van in an emergency
 - Point out the location of the first aid kit and fire extinguisher
 - Remind all passengers that they must remain seated at all times and may not exit the vehicle until directed to do so by the driver
 - complete van evacuation procedure with students twice/year.
- When refilling the van with fuel, all passengers must exit the van and be at least ten meters away until the fuel cap is replaced

In the event of a crash or break down, the following protocol applies:

- One of the supervising adults is to contact the school office as soon as possible, after ensuring the safety of the students and the public, and maintain appropriate communication with the school, providing updates as required
- One of the supervising adults will ensure that all vehicle safety measures are taken in an emergency event and liaise with first responders, mechanics and tow providers as required
- One adult will remain with the students and take responsibility for releasing students and tracking their release
- In the case of a serious event, the Director, or designate, will maintain responsibility for supporting the driver or student supervisor in notifying parents, and releasing students
- In the case of a natural or significant event unrelated to the van and its operation, staff are responsible for maintaining the safety and control of all passengers, following the direction of first responders and notifying, if and when its possible, the Director, or designate

Van Evacuation Process:

Duration: 15 min

Frequency: Van evacuation is to be completed once per school year.

Purpose: Prepare staff and students to exit the van should there be an emergency.

Preparation for a drill:

1. Inform the office of the scheduled evacuation drill.
2. Inform students about evacuation drill and procedure.
3. On each trip, designate a staff member to take the emergency kit.

Procedure:

1. Park the van – off to the side of the road or in a parking lot
2. Driver of the van designates a muster point.
3. Driver directs students to exit the van through the safest door.
4. Bring emergency kit
5. Muster
6. Call 911 – follow instructions of EMS
7. Take attendance – attendance sheet/contact sheet is in the van binder.
8. Report to school office/administration.

Post Drill:

1. Add the emergency evacuation drill attendance sheet to the van binder.

1.13 STUDENT DRIVERS

Original Policy Date: September 2018

Date Amended: February 2023

If a student has a current BCDL and a vehicle and wishes to drive other students during the school day, parents/guardians must be informed, of both the driver and passenger. The student driver must complete the Student Driver Authorization form (see appendix), submit required documentation and a parent/guardian must also sign the form, if the student is under 19 years of age.

All students under the age of 19 are restricted to carrying **ONE** passenger regardless of the license stage. A “Novice” driver must display their “N” sign.

1.14 HONORARIA

Original Policy Date: February 2022

Artemis Place shall distribute honoraria in a consistent and fair manner. Honoraria may be given to an individual, employee or non-employee, (not a company), who provides services in a volunteer capacity, or for services for which fees are not traditionally or legally required. The payment is not for a service that would either be governed by an employment relationship or a fee-for service relationship. Current employees do not usually qualify as honorarium recipients. These payments are made on a special or non-routine basis to recognize or to acknowledge the contribution of gratuitous services. Typical payments at Artemis fall between \$50.00 - \$300.00 and the final amount shall be approved by the Education or Program Director. Exceptional situations may be considered for higher payments.

Adhering to the Canada Revenue Agency’s rules, the issuance of these small payments is not subject to the usual tax rules. The CRA criteria for these payments include:

- They are nominal - \$500 or less in a calendar year;
- They are made to an individual for voluntary services for which fees are not legally or traditionally required;
- They are not reflective of the value of the work done; and
- They are made on a one-time or non-routine basis to an individual as a “thank you”.

There are tax implications for the individual if payments go over the maximum amount and a T4A must be sent out if they receive over \$500 in a calendar year. Honorariums paid to employees are considered taxable income and will be added to their T4.

Any conflicts of interest or engagements with related parties must be disclosed to the Program or Education Director in advance of any services being rendered.

Honoraria will be paid by cheque and require the recipient's full name and mailing address. An Honoraria Requisition form must be submitted for payment.

The amount shall only be paid out after the scheduled event, as applicable.

1.15 PREVENTION OF HARASSMENT AND BULLYING

RATIONALE: Harassment and bullying have a negative impact on the learning environment and can leave individuals with long-lasting scars. Artemis Place Society takes an intentional position in addressing all forms of harassment, intimidation, and violence. The safety and wellbeing of our students is of paramount consideration. We value and respect each other. This value allows students, staff, and society members to feel safe, to develop a sense of belonging, to forge friendships with peers, and maintain respectful relationships. This sense of community enables learners, counsellors, support staff and teachers to thrive. People deserve to be protected from abuse, neglect, bullying, harm, or threat of harm. Therefore, Artemis Place will ensure students at the school enjoy a safe, caring, and orderly learning environment where each person feels safe, accepted, and respected.

POLICY: Artemis Place Society expects all students, staff, and other members of Artemis to be treated with respect and courtesy, in accordance with the Code of Conduct. Artemis will continuously develop strategies to make students feel valued, respected, and connected within our school community. This will include the protection of the students' physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation, or gender identity and expression. Any incident of harassment or bullying that comes to the attention of staff or administration will be actively addressed, with the intent of pursuing healing and justice and a restoration of positive relationships among all members of the school community. Artemis will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of this policy.

PROCEDURES:

Purpose: Our policy models a respectful environment that prevents harassment and bullying from occurring and, if it occurs, promotes healing and justice for all parties involved.

Awareness: There are many underlying causes of bullying. Harassment and bullying can be blunt or subtle and may continue undetected by anyone other than the victim/target. Myths about harassment and bullying often make it difficult to address the underlying issue. Our staff are leaders who nurture and model a school climate that fosters community, prevents harassment and bullying, and works for forgiveness, healing, and reconciliation should harassment or bullying occur.

- ✚ Each teacher will follow the principles of restorative practice.
- ✚ Staff shall make students aware that they can safely (and confidentially) communicate complaints about harassment and bullying (and any other matter) to any staff member and that they will be protected from retribution.

All people who work and study at Artemis will:

- ✚ be cooperative, courteous, and respectful in dealings with school staff, other students, and school guests.
- ✚ respect the rights of others.
- ✚ demonstrate the highest standards of conduct, personal responsibility, and good judgment when involved in school sponsored events.
- ✚ act as responsible members of the school neighbourhood by being courteous to people in the area and respecting their property.
- ✚ adhere to this Code of Conduct while traveling to and from school and while off the school premises during the lunch hour and at other times during the school day.

Unacceptable Conduct: A student who attends Artemis will not, while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school environment, do any of the following: bully, harass, or intimidate, be racially, ethnically, or sexually prejudiced, engage in cyberbullying, intimidate or threaten, be physically aggressive, engage in violent actions, seek retribution against a person who has reported incidents.

Intervention: Staff may exercise their judgment to choose, depending on circumstances, whether to start intervention at Stage 1, or to go directly to Stage 2 or Stage 3 (see below for description of stages).

Stage 1 In this stage, the issue is addressed by the parties and the first staff member that is aware of a problem.

- ✚ Staff shall, where appropriate, encourage and support students to work out issues among themselves with guidance in conflict resolution techniques.
- ✚ Staff may inform parents/caregivers of student(s) involved.
- ✚ Staff shall maintain confidentiality.
- ✚ If the staff's guidance does not resolve the difficulty, the staff shall report the matter to one of the Directors.

Stage 2 In this stage, the issue is addressed with the involvement of one of the Directors.

- ✚ The Director shall investigate *every complaint or staff report* about harassment or bullying. One of the Directors shall interview participants and witnesses, and review evidence, as necessary.
- ✚ The Director shall assess if the harm is harassment, bullying, or child abuse. In the case of child abuse, Director will follow the *Child Abuse Policy – Reporting Child Abuse in British Columbia*.
- ✚ The Director shall consider informing parents/caregivers of student(s) involved; should one of the Directors elect to involve the parents/caregivers, one of the Directors will involve them early in the discussion.
- ✚ The Director shall lead a reconciliation process.
- ✚ The Director shall document these events in summary form, including names, times, and methods of communication, and retain a copy of the summary in administrative files.

Stage 3 In this stage, the issue is addressed with a formal plan and may involve authorities outside the school. One of the Directors shall take the following action:

- ✚ Notify student(s) and parents/caregivers involved and the Board of Directors of Artemis Place Society that action will be taken.

- ✚ Assess the need to refer to the appropriate authorities.
- ✚ Ensure that a formal plan is prepared to address healing for the victim/target and accountability for the harasser/bully. The plan shall include specific accountabilities for monitoring and follow-up.
- ✚ Ensure that all steps in the plan are implemented in a timely manner.
- ✚ Document these events in summary form, including names, times, and methods of communication, and retain a copy of the summary in the administrative files. Process and Timelines To enable timely responses to issues as they arise, the Director may delegate his/her authority under this policy to another teacher or the Board (if no other teacher is available) for periods when one of the Directors is unavailable. Time is of the essence in dealing with harassment/bullying, since the victim/target may continue to be subject to harassment/bullying while the interventions and planning are under way.

Stages 1 and 2: Proceed in a timely manner at the discretion of staff and Directors. Stage 3: Once the Director determines the matter requires a Stage 3 response, a plan shall be completed within 5 working days.

DEFINITIONS: The following definitions are intended to enhance understanding of this policy. They are descriptive only and not intended to be used for any legal actions.

Abuse: As defined in the Child Protection Policy.

Bullying: The most widely accepted definition of bullying comes from the work of leading Norwegian researcher, Dr. Dan Olweus: "Bullying...is a pattern of repeated aggressive behaviour, with negative intent, directed from one child to another where there is a power imbalance." This aggressive behaviour includes physical or verbal behaviour and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. Olweus' definition identifies three critical conditions that distinguish bullying from other forms of aggressive behaviours, including:

- ✚ Power: Children who bully acquire their power through physical size and strength, by status within the peer group, and by recruiting support of the peer group.
- ✚ Frequency: Bullying is not a random act. Rather, bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the child being bullied that can be so detrimental and have the most debilitating long-term effects.
- ✚ Intent to harm: Children who bully generally do so with the intent to harm the other child physically, emotionally, or both. Bullying can start out in seemingly playful ways, consisting of pranks, jokes, and some "roughhousing." The incidents soon become more hurtful, degenerating into name-calling, ridicule, personal attacks, and public embarrassment). Verbal aggression consists of verbal taunts or open and overt behaviour, and takes the form of teasing, criticism, gossiping, spreading malicious rumours. threatening to withdraw friendship, social isolation, or exclusion from the group. See outlines below of various forms bullying can take. Please note that this information is not exhaustive.

When determining whether a specific behaviour is bullying, consider whether it:

- ✚ ● is repeated over time
- ✚ ● is intended to hurt

- ✚ ● involves a power imbalance.

Adapted from the Ministry of Education programs, Focus on Bullying (1998) and Focus on Harassment and Intimidation: Responding to Bullying in Secondary Schools (2001).

Discrimination is unequal or unfair treatment based on one or more of the prohibited grounds enumerated in the BC Human Rights Code: race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person. Discrimination includes racial slurs, imitation of accent, put downs about cultural differences, gender harassment, and insults about appearances (e.g., weight, glasses, hair colour).

Harassment includes, but is not limited to, such behaviour that has the purpose or effect of offending or demeaning an individual or group of individuals on the basis of race, colour, size, ancestry, place of origin, nationality, religion, family status, physical or mental ability, age, gender, or sexual orientation. A student is bullied and harassed when someone takes an action that he or she knew or reasonably ought to have known would cause that student to be humiliated or intimidated. Harassment can be a single incident or a series of incidents. Bullying is usually a series of such incidents. The unwelcome comment or conduct does not have to be directed at a specific person for harassment to occur. Bullying is usually directed at a particular individual. Comments or conduct that tend to ridicule or disparage a group may give rise to an offensive environment and thus to harassment. When it includes an individual who is targeted, then it can be bullying.

Intimidation includes, but is not limited to, stealing, extortion, prank, dares (e.g., a public challenge), bribery, threats, locking in a confined space, swarming, stalking, anonymous phone calls, gossip, and breaking confidence. Non-verbal Body Language (inappropriate) Inappropriate non-verbal body language includes, but is not limited to, glaring, snickering, gestures, ignoring (silent treatment), shunning, confining, surrounding, blocking, and unwelcome physical contact such as inappropriate touching or patting.

Physical Aggression includes, but is not limited to, spitting, pushing, tripping, hitting, shoving, kicking, hair pulling, hiding personal possessions (e.g., lunch), damaging property, attacking family or friends, coercion, intimidation, threatening with a weapon, defacing property, and stealing.

Social Isolation and Alienation includes, but is not limited to, shunning; excluding from a group; public humiliation; undermining; embarrassing gossip; setting up a student to look foolish; spreading rumours; inciting hatred; racist, sexist or homophobic alienation; setting up someone to take the blame; and display of pornographic, racist, or other offensive or derogatory material. Staff Any individual who is employed by the EES, including an independent contractor who has entered into an agreement with the Society.

Verbal Aggression includes, but is not limited to, inappropriate teasing; name calling; offensive remarks, inappropriate jokes or innuendo; mocking; sarcasm; putdowns; whistling/catcalls; leaving nasty or threatening notes; threatening or intimidating phone calls; giving dirty looks; racist or sexist taunting; daring another to do something dangerous; verbal threats against property; verbal threats of violence or inflicting bodily harm; coercion; and extortion. Verbal aggression can occur in all forms of communication including, but not limited to, mail, e-mail, text messages, social media platforms, shared documents (e.g., Google Drive files), fax, voice mail, notes, or yearbook journaling.

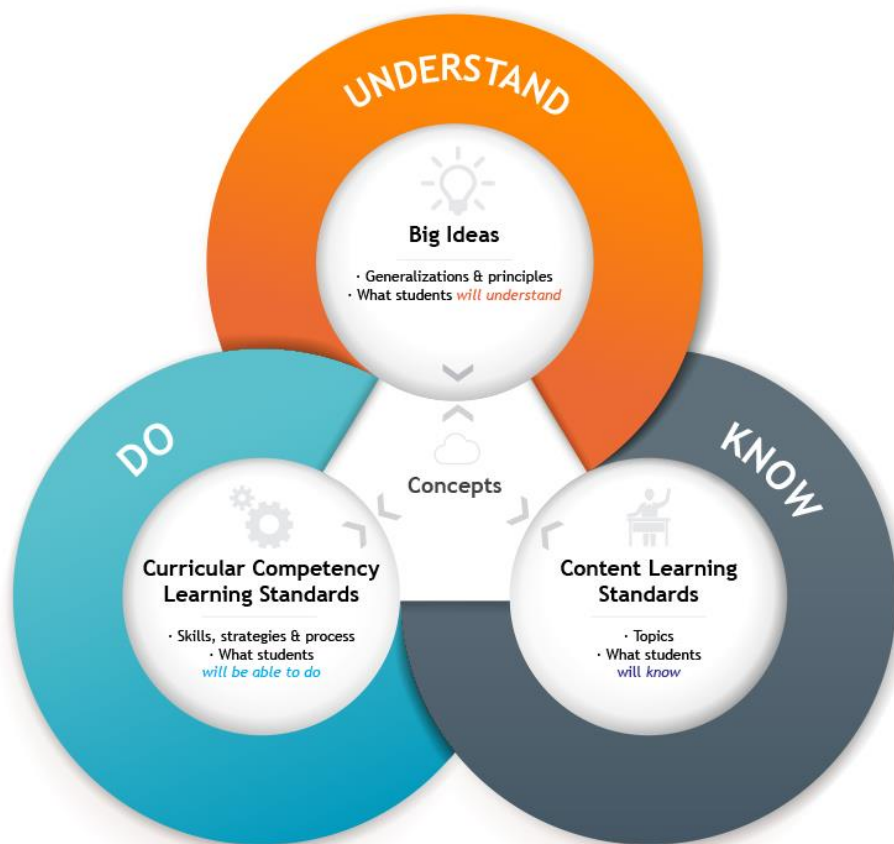
SECTION 2 CURRICULUM, STUDENT ASSESSMENT AND REPORTING

2.0 – KEY FEATURES OF BC’S CURRICULUM

Original Date: February 2023

At the heart of British Columbia’s redesigned curriculum are the Core Competencies, essential learning and literacy and numeracy foundations. All three features contribute to deeper learning.

The curriculum model includes:



2.1 EARNING CREDIT THROUGH EQUIVALENCY, CHALLENGE, EXTERNAL CREDENTIALS, POST SECONDARY CREDIT AND INDEPENDENT DIRECTED STUDIES.

April 2023 reference: [Earning Credit through Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Directed Studies - Province of British Columbia \(gov.bc.ca\)](https://www2.gov.bc.ca/gov/content/education-training/secondary-education/earning-credit-through-equivalency-challenge-external-credentials-post-secondary-credit-and-independent-directed-studies)

Students may earn credits toward graduation in a variety of ways. In addition to earning credits by successfully completing courses delivered by Artemis Place Secondary School students will be awarded credits through this policy under the guidance of the Education Director.

2.1A COURSE EQUIVALENCY

This policy describes how Artemis Place Secondary School under the guidance of the Education Director, awards credits to students who have successfully completed an equivalent Grade 10, 11 or 12 course from an educational jurisdiction or institution outside the B.C. school system.

Schools will award credit based on equivalency for Grades 10, 11 and 12 Ministry-developed courses and Board Authorized courses. There is no limit to the number of credits students may be awarded through equivalency.

For the purpose of determining equivalency, comparison of courses may be based on factors such as the following:

- Comparison of learning standards
- Comparison of general subject matter
- Comparison of depth or breadth of coverage of subject matter
- Comparison of assessment methods, instruments, and standards.

To be deemed equivalent, sufficient content should have been covered to enable the student to be successful in further learning in the content area.

In order to receive credits through equivalency, students must provide the appropriate documentation as proof of successful completion of the course.

For reporting and transcript purposes, the Education Director or designated teacher will assign a letter grade, percentage or transfer standing to all credits awarded through equivalency.

2.1B CHALLENGE CREDIT (UNDOCUMENTED DEMONSTRATED PRIOR LEARNING)

This policy describes how Artemis Place Secondary School awards credits under the guidance of the Education Director to students who can demonstrate prior learning. We encourage students to challenge courses we do not offer at Artemis. The Education Director or designated teacher will document the challenge assessment delivered to each student including a pre-challenge equivalency

review. Recommendation from previous teachers or from relevant learning acquired outside the regular classroom setting are considered and readiness for the challenge is consultative with student, family, teachers and Directors.

The challenge process must assess students on the Big Ideas, Curricular Competencies, and content of courses. Examples of assessment strategies that could be used in a challenge process include such things as hands-on demonstrations, oral performances, interviews, written examinations, or presentations of a collection of work. Challenge processes should be substantive, but not onerous.

Awarding credit through challenge will be based on the same standards used for students who have taken the course through enrollment. A challenge is considered successful when a student has achieved at least a C- and 50 percent. Both a letter grade and a percentage is assigned by the Education Director or designated teacher.

2.1C EXTERNAL CREDIT

This policy describes how students earn credit towards graduation through external credentials approved by the Ministry and under the guidance of the Education Director.

The Ministry of Education and Child Care has sole authority to review and approve external credentials and assessments, and to provide an official list of these approved credentials and assessments to all BC schools.

Under the guidance of the Education Director and in order to earn credit for an approved credential, students must provide the appropriate documentation proving successful completion of the external assessment, course or program.

Students may have earned an approved external credential prior to entering Grade 10. If so, they are awarded credit if they present their credential any time after they enter Grade 10.

2.1D CREDIT FROM POST-SECONDARY COURSES

This policy describes how students earn credit towards graduation by earning credit for courses at specific Post Secondary Institutions. It is aligned with the earlier sections on Equivalency and External Credentials.

Under the guidance of the Education Director, students are entitled to earn "dual credit" if they earn credit that leads to a post-secondary credential from a post-secondary institution which is a member of the British Columbia Transfer System or offered in French through Educacentre.

Post-secondary courses for which credit may be earned must be documented as follows:

- Listed in the most recent edition of the BC Council on Admissions and Transfer Guide, or
- Specified in individual Career Technical Centre (CTC) program agreements, or
- Included in a B.C. public post-secondary institution's calendar as a course leading to a credential of one year or less, a two-year diploma or a four year degree

Applicable post-secondary level courses count towards the required number of Grade 12 level credits needed to satisfy graduation requirements.

2.1E INDEPENDENT DIRECTED STUDIES

Under the guidance of the Directors, this policy enables students to initiate their own area of learning and to receive credit towards graduation. The policy also allows schools to recognize learning in a Ministry-developed or Artemis Board Authorized course that a student may not have completed. This policy is not a student entitlement, but an enabling policy intended to encourage schools to allow students to pursue studies of interest.

IDS credit may be awarded by boards to students who successfully complete independent work based on the content of Grade 10, 11 or 12 Ministry developed courses or Artemis Board Authorized courses. A student may study in more detail the content of a course that has been completed or study a subset of the content of a course that has not been taken. The school will assign a letter grade and percentage for all credits earned through IDS.

IDS courses can be for 1, 2, 3, or 4 credits. If students complete some but not all of the content of a course, schools may report their achievement to the Ministry using IDS credits.

2.5 SCHOOL COMPLETION CERTIFICATE

Original Policy Date: September 2010

Date Amended: February 2023

A student who has not met the requirements for graduation, but who has otherwise met the goals of their program, and is leaving the school system, will be granted a School Completion Certificate.

Academic staff will make a recommendation to the Education Director when a School Completion Certificate would be appropriate for a student. Staff will follow Ministry of Education procedures for applying for the certificate and associated transcripts. Students and their families will be given clear communication regarding the difference between a School Completion Certificate and a Dogwood Diploma.

Information and procedures for applying for a School Completion Certificate can be found at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/school-completion-certificate-program>

2.6 STUDENT REPORTING

Original Policy Date: September 2010

Date Amended: February 2023

During the school year, Artemis Place Secondary will provide parents/guardians of students with at least five reports describing students' school progress. Three of the reports will be formal written reports and two will be informal reports.

Three times a year academic and counselling staff will meet with youth to determine academic and life skills goals and progress towards these goals. These meetings will include the IEP as a central document and edit the IEP as a result of this meeting. The IEP is shared with parents/guardians twice a year.

Formal reports will include letter grades, percentages and written reporting comments, where deemed to be appropriate, to indicate students' level of performance in relation to the content, curricular competencies and Big Ideas for each course or subject and grade, as well as a description of student behaviour (information on attitudes, work habits, effort and/or social responsibility).

Informal reporting may include Parent Teacher Open House, phone calls and IEP/report card progress meetings.

2.7 GRADUATION REQUIREMENTS

Original Policy Date: February 2023

Graduation requirements follow the government of British Columbia legislation and policy.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/graduation-requirements>

2.8 ADULT GRADUATION REQUIREMENTS

Date Amended: February 2023

Adult graduation requirements follow the government of British Columbia legislation and policy.

2.9 CAPSTONE PROJECT

Date amended: February 2023

The capstone is a rigorous learning opportunity that allows students to reflect and share in personally meaningful ways, and is a requirement for Career-Life Connections and for graduation. The purpose of the capstone is to let students demonstrate the knowledge, competencies, and passion(s) that they can offer the world, as they integrate personal interests, strengths, and new learning with preferred future possibilities. It is a deeper learning experience that supports the student's continued learning journey into post-graduation possibilities, and provides an opportunity to reflect and synthesize as well as showcase and celebrate.

The capstone includes, but is not limited to, three components:

1. Self-assessment and critical analysis: Students reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey and preferred next steps.
2. Process and representation: Informed by their critical analysis, and connecting to their plans for post-graduation, students engage in a deeper learning process with intent as they design, assemble, and share their capstone representation.
3. Showcase and celebrate: Students present their learning journey, including plans for post-graduation, to a relevant audience.

The capstone at Artemis Place is directly and intentionally connected to the Individual Education Plan (IEP). As an Inclusive Education School, every student has an IEP. It is a living document that changes as the student learns and grows during their high school years and fulfills the capstone requirements of self assessment and critical analysis. Core Competency Goals are selected by the student through surveys and amended through quarterly review and progress meetings. A transition plan is created by the student with teacher and counsellor support. Each cycle documents preferred next steps, informed by analysis and in their final year connects to their plans for post high school years. Student design, assemble and share their capstone representation to a relevant audience.

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en_career-education_10-12_career-education-guide.pdf

SECTION 3 STUDENT BEHAVIOURAL GUIDELINES

3.1 STUDENT SUPERVISION

Original Policy Date: September 2010

Date Amended: February 2023

It is the responsibility of all staff members to actively supervise students in a manner that promotes safety and accountability for all.

At least two staff members must be on-site when students are in the building, or on a school-related outing with 5 or more students. School hours are from 8:45am to 3:00pm and all areas are supervised in the building and on campus including classrooms, kitchens, studio and garden. Volunteers, or workshop leaders are not considered supervisors.

Classrooms and offices are to be supervised at all times when student(s) are present, or kept locked. Exceptions may be made on a case by case basis if it is in the best needs of the student and the program can offer appropriately support. If there is a situation when a student is alone in a room, all private/personal documents, IT and valuables must be signed-off, or locked appropriately.

3.2 ATTENDANCE

Original Policy Date: September 2010

Date Amended: February 2023

As a self-paced program, attendance is more flexible within Artemis Place programming than standard school environments. School attendance is taken twice daily, morning and afternoon, and unexcused absences are followed up with an email to a parent or guardian. All students are encouraged to attend the full-time schedule. However, students' needs and abilities are considered on an individual basis and the goal of student attendance is to support the development of intrinsic motivation and empowerment.

Workshop or class attendance may be taken separately depending on the activity to be inputted into specific course credit.

3.3 BEHAVIOUR MANAGEMENT

Original Policy Date: September 2010

Date Amended: February 2023

All students and staff members in Artemis Place need to feel safe and respected. Each member of our community is expected to treat themselves, others and the program in a safe and respectful manner. If a student is not acting safely and respectfully, staff members will intervene to protect a safe and respectful program environment. Appropriate behaviour is a learned skill, like any other. Staff members will approach inappropriate behaviour as an opportunity to teach appropriate ways of getting needs met.

Procedure:

Students will be made aware of program expectations.

Staff will be proactive in supervising, intervening early, and guiding students to follow expectations.

When a student is acting in an unsafe or disrespectful manner, they will be reminded of expectations. If a student does not respond appropriately (swears, argues, refuses or is aggressive) they may be sent home for the day or longer. They may also be sent home if they are so escalated or disruptive that in the opinion of the staff, they will not be able to get back on track even with intervention, or when intervention does not result in changed behaviour. Their parent, foster home and/or probation officer (if appropriate) will be informed that the school is no longer supervising them. If the youth's behaviour results in having to dismiss them from program while out in the community, the school and home will be informed as quickly as possible. Depending on the severity of the incident, they may need to have a meeting with staff,

possibly with their parent/guardian, before returning to the program. When required, students will be required to go through a supported Conflict Resolution process before returning to the program.

Police will be called if the student's behaviour is a threat to their own safety or others. Any serious or ongoing threats to group or individual safety will result in the termination of enrolment.

All behaviour incidents will be described in a Behaviour Incident Report which will be kept in the student's file. These will be used to inform the student's I.E.P. progress and assist the team in choosing appropriate behaviour goals.

Ongoing issues or major incidents will be brought to the attention of the student's support team.

Issues that seriously impair the safe and respectful atmosphere of the program may result in the removal of the youth from the program.

Ongoing behaviour issues will be clearly described in the student's Individual Education Plan and will include evidence of a functional behaviour analysis, goals, objectives, and strategies for addressing the behaviour, as well as a plan for assessing the effectiveness of the intervention(s).

3.4 SUBSTANCES

Original Policy Date: September 2010

Date Amended: February 2023

3.4a Alcohol & Marijuana

Artemis Place Society prohibits the consumption of alcohol or marijuana by anyone in the school community during hours of operation. Staff, volunteers and students, including students of legal age, may not purchase or consume alcohol or marijuana while on program-sponsored outings.

Staff should refrain from inappropriate stories and discussions regarding alcohol consumption in the presence of youth. Staff shall also discourage and end similar storytelling amongst students in the program.

Care will be taken to avoid images promoting alcohol in the program (such as staff wearing company logos or using promotional items).

Alcohol is not an allowable society expense. An exception to this may be made with board approval (for instance, to purchase alcohol for a fund-raising event).

Additional staff-related policy can be found in the Artemis Place HR Policy Manual policy titled "Drugs and Alcohol in the Workplace".

3.4b Smoking & Vaping

Artemis Place Society prohibits smoking and the use of vapour products anywhere on school property.

Staff and volunteers will not buy cigarettes or give cigarettes to the students.

3.4c Drug Use

Illicit or recreational drug carrying, or use is prohibited on school premises at any time or while in any school-sponsored curricular or extra-curricular activity.

Artemis Place Society supports harm reduction principles and encourages students to be open about challenges with substance use. Staff shall refer students who face substance use challenges to appropriate community resources. If students are found to be using, under the influence or selling drugs, appropriate behaviour management responses will be taken by school Administration.

3.5 WEAPONS

Original Policy Date: September 2010

Date Amended: February 2023

Students shall not be in possession of a weapon, as defined below, on school premises at any time or while in any school-sponsored curricular or extra-curricular activity. In the instance staff or volunteers become aware that a student is carrying a weapon, the student shall be asked to surrender the weapon to an Administrator or leave the school property. The student shall be reminded that weapons are prohibited on school property and additional behaviour management actions may be implemented by school Administration.

If there is a threat of violence, staff shall work to de-escalate the situation and if unable to shall call 911 in a timely manner.

A weapon is anything that is commonly used or designed to hurt someone or to put someone in fear. The definition of a weapon in the Criminal Code of Canada, Section 82: *“weapon means (a) anything used or intended for use in causing death or injury or not, or (b) anything used or intended for use for the purpose of threatening or intimidating any person, and without restricting the generality of the foregoing, includes any firearm as defined in Section 82.”*