

Chase River Elementary

Home of the Cheetahs



STUDENT/PARENT HANDBOOK 2020-2021

1503 Cranberry Avenue
Nanaimo, B.C.
V9R 6R7
Telephone: (250) 754-6983
Fax: (250) 754-3354

CHASE RIVER STAFF
As of July 2, 2020

David Cooper	Principal
Russell Greenway	Teacher
Susan Schlitz	Teacher
Carol Lepage	Teacher
Mike Eyres	Teacher
Travis Preston	Teacher
Lance Hornby	Teacher
Nicole Phelan	Teacher
Clare James	Teacher
Joe Ducklow	Teacher
Jen Addison	Teacher
Liz Laforest	Music Teacher
Rod Huneault	SST
Heidi Fargo	Librarian
Bev Ballegeer	Education Assistant
Deanna Madge	Education Assistant
Sarah Gavin	Education Assistant
Marcy Mullett	Education Assistant
Jolene Akitt	Ab. Ed. EA
Cameron Park	Hul'q'umi'num Teacher
Rosanna Cowie	CYFSW
Elene Dolan	SLP
Carolyn Broadhurst	Counselor
Lara Nikitas	School Psychologist
Christine Devries	Secretary
Jesse Bremner	Caretaker
John Grenchuk	Caretaker

OFFICE HOURS

Secretary (Monday to Friday)

8:00 a.m. – 3:30 p.m.

After this time, calls will go to voicemail. Email is a great way to connect with school staff if there is a pressing issue to make them aware of.

SCHOOL HOURS FOR 2020-2021

Day	Start	am Recess	Lunch	End
Monday – Friday	8:35	10:15-10:30	11:45 - 12:20	14:15

School dismisses at 1:27 p.m. on Monday. This allows staff to participate in the NLPS Professional Learning Community initiative. This is the only early dismissal day of the week. Tuesday to Friday, school will dismiss at 2:27 p.m.

LATES

It is a matter of common courtesy to arrive for classes at the proper time and students are encouraged to develop lifelong habits of promptness. Students who arrive late often disrupt the classroom environment by requiring the attention of their teachers or classmates to assist them in getting started on

their assignments or to re-teach all or part of a lesson. Students must report to the office for a “Welcome Slip” when they are late. Arrivals after 9:30 AM are recorded as half-day absences.

BUS SCHEDULE

Route #9

Extension to Chase River Elementary

2620 South Forks Road	7:52
1845 Nanaimo River Road (by white gate)	7:55
Twilight /Nanaimo River Road	7:56
Nanaimo River Road/McDonald Road	7:58
White Rapids/Nanaimo River Road	8:00
Godfrey & White Rapids	8:02
Godfrey Road/Welding Shop	8:04
Extension Elementary	8:08
2730 Extension	8:09
CHASE RIVER ELEMENTARY	8:20
(Cranberry at Extension)	

*Leave Chase River School (Mon.)	1:35 pm
(T – TH)	2:35 pm
(Fri.)	2:45 pm

IMPORTANT DATES

School opens for students	Tues. Sept. 8
Non-instructional day	Fri. Oct. 9
Thanksgiving Day	Mon. Oct. 12
Non-instructional day	Fri. Oct. 23
Remembrance Day	Wed. Nov. 11
Last day before winter break	Fri. Dec. 18
School re-opens from winter break	Mon. Jan. 4
Non-instructional day	Thurs. Feb 11
Non-instructional day	Fri. Feb 12
BC Family Day	Mon. Feb. 15
Last day before spring break	Fri. Mar 12
School re-opens from spring break	Mon. Mar 29
Good Friday	Fri. Apr 2
Easter Monday	Mon. Apr 5
Non-instructional day	Fri. May 7
Victoria Day	Mon. May 24
Final day of class for students	Thur. June 28

EARLY DETECTION SYSTEM

Early Detection was initiated for the safety and protection of Chase River children. The purpose of the program is to detect as soon as possible the whereabouts of each student not in class. For the system to operate successfully, if your child is going to be late or absent, parents are requested to:

1. Phone the school (754-6983) in the morning before 8:30 a.m. and in the afternoon between 12:21 and 12:30 p.m. The school has an answering machine that is accessible 24 hours a day.
 2. Send a note with another child in the family, or
 3. Give advance notification, preferably written, of dental/medical appointments, or any changes from the usual routine.
- Most parents already inform the school and this is

appreciated. The school will make contact with parents in the event of an unexcused absence.

SUPERVISION OF STUDENTS

Supervision will be provided from 8:15 a.m. to 2:42 p.m (1:42 on Mondays).

LUNCH POLICY

Students are dismissed at 11:45 a.m. to go out to play. This activity time is monitored by our Noon Hour Supervisors. Students return to classroom at 12:21 p.m. While the children eat, the teacher reads to them for 15 - 20 minutes or has them engaged in an educational activity.

STUDENT ACCESS TO THE BUILDING

As a student, your presence in the building prior to 8:35 a.m. is:

1. Subject to the approval of your classroom teacher.
2. Permissible if you are participating in a teacher sponsored activity.
3. Permissible if you have a written note from home requesting access to classroom for medical reasons.
4. Permissible in emergencies.

The main entrance to the school is not typically for students. It is for the use of parents, visitors and staff. Students line up quietly in their assigned area. Students arriving late are required to report to the office for a welcome slip. Parents are asked not to walk their children through the front door to cut through to the back of the school in the morning.

PHONE USE

Pupils may use the school phone when their teacher determines that the use is appropriate. The phone is not to be used to arrange for rides home, or for permission to play at a friend's house; these plans should be made in advance. Students must get a "phone pass" from their teacher.

LOST AND FOUND

The Lost and Found Box and rack are located in the main hallway. Items are kept there for a few months. Before taking items to a charity organization, students are given the opportunity to review the contents of the box and rack.

Please **place name labels on all items** left at school like boots, shoes, gym strip and coats.

FIRE DRILL (6 A YEAR)

All schools conduct six fire drills throughout the year. Any continuous ringing of the fire bell must be treated as a real emergency (as it well could be). Pupils evacuate the school in an orderly fashion and gather at a designated place, a safe distance from the building. At Chase River, we go to the field.

EARTHQUAKE DRILL (2 A YEAR)

At least two earthquake drills are conducted during the school year. Students have a practiced procedure to follow. Teachers and students move to the field away from buildings

and overhead power lines.

In the event of an earthquake requiring closure of the school, the following procedures will be followed:

- Each September, parents will be requested to update the emergency release information file at the school. In the event of an earthquake, students will be released only to the persons designated on the form.
- No student will be dismissed from school unless a parent (or guardian designated by the parent) comes and signs for him/her.
- No student will be allowed to leave with another person, even a relative or babysitter, unless we have written permission to that effect or that particular person is listed on the student's emergency form in our files.
- All parents or designated guardians who come for students must have them signed out at the office or at the alternative Student Release Station at the entrance to the school yard. Signs will be posted if this alternative location is being used.

LOCK DOWN/HOLD AND SECURE DRILLS (2 A YEAR)

We will hold two lockdown drills a year. They are intended to be used in response to an imminent and serious safety and security threat. A lockdown drill requires all staff and students to stay in their classrooms with the doors locked. Any students that are not in their class at the time would report to the closest classroom. The office would be notified that this student is in a different classroom. Any classes missing a student would contact the office to let them know. During a lockdown all doors of the school are locked and no one will be granted access to the school until an "All Clear" signal can be given.

A lockdown is defined as the restriction of movement during the time of a potentially serious violent incident. A lockdown can occur in the event of a potential threat inside the building. A hold and secure can occur if there is a threat outside of the building. Lock down and hold and secure drills are conducted to ensure familiarity with procedures to maximize the safety of all.

EMERGENCY CLOSURE PROCEDURE

The decision to close schools in School District #68 due to inclement weather is made by the Superintendent. The most common reason that schools may be closed is due to dangerous road conditions caused by a heavy snowfall or ice. If you are wondering if schools are open on a particular day, for the most current updates listen to local radio stations (WAVE 102.3 FM and WOLF 106.9 FM) in the mornings. We also attempt to put an announcement of any school closure on the school district website, www.sd68.bc.ca, and on Twitter and Facebook. The School District's ability to do so could be affected by such things as power outages and technical issues. If there is no announcement on the website or social media, please be sure to listen to local radio stations.

Periodically schools may be closed and students dismissed during the day for snowstorms, extended power outages and other emergencies. If you have not done so already, we remind parents who are not home during the day to make arrangements in your neighbourhood for a safe place for your child (ren) to go when such emergencies occur.

MEDICINE AT SCHOOL/MEDIC ALERT

Children at times require prescription medication while at school. Others might come to school with non-prescription medication such as aspirin or Tylenol. There are regulations we must adhere to for these circumstances.

Prescription and non-prescription medication can be dangerous. Please do not allow pupils to carry or leave medication at school. Any medication should be given to office staff by the parent. Arrangements can be made for office or support staff to administer medication to students; however, it involves completing an appropriate consent form. Teachers are not permitted to administer medication to students.

If a child requires special medical consideration of any kind, please advise the school on the Student Information Form. Our support staff will issue a Medical Information form and will follow up with appropriate directions for our staff.

ALLERGIES

Anaphylaxis and Life-threatening allergies are a reality of life for some of our students. If a child with anaphylaxis or a life-threatening allergy is in your child's class, a letter will be sent home informing you of the child's condition. If a child brings a lunch with a noted allergen, the child and parent will be reminded of the importance of adhering to the request to keep the allergen from the classroom.

CARE OF SCHOOL PROPERTY

Pupils borrow library books and are issued textbooks. They use school supplies and equipment. It is the pupil's responsibility to take care of any item that is on loan to him/her.

As the school has only limited resources for replacement of materials, any pupil who carelessly or willfully loses, defaces or destroys books and other school property will be required to pay replacement costs.

Every pupil is encouraged to carry books to and from school in a suitable bag.

ASSESSMENT OF STUDENTS PROGRESS

In Nanaimo Ladysmith Public Schools, we have moved from a model of 'reporting to parents' to 'communicating student learning with parents' on an ongoing basis. We are supporting educators to provide parents with timely and responsive communication of student learning throughout the year, following district policies and procedures. Parents will receive two written reports (Progress Report in January and Summative Report in June) that include descriptive written comments and a summary of student progress. Student progress will be reported in relation to widely held grade level expectations and the Learning

Standard's from the BC Curriculum. Parents will also receive 'Ongoing Communications of Student Learning' a minimum of 3 times per year in Language Arts and Mathematics and a minimum of 2 times per year in Social Studies & Science. These communications adhere to the following four criteria: includes authentic evidence of learning, explicitly references the Learning Standards, includes student voice, includes descriptive feedback.

INFORMAL PARENT-TEACHER MEETINGS

Parents having concerns regarding their child should call ahead for an appointment. Teachers are always willing to discuss your questions/concerns when notified in advance. The morning "pop in" makes it difficult for staff when they are getting things ready for the day.

HOMEWORK

Homework is a task assigned to the student to do on his/her own time, after school hours, as an extension of his/her classroom work.

Homework can be of many types:

- a. Completion of tasks
- b. Long range projects.
- c. Daily or weekly reinforcement or practice of newly learned skills.
- d. Reading.

Teachers assign homework with the hope of:

- a. encouraging self discipline and responsibility
- b. fostering good study habits, and
- c. motivating the student to want to learn more.

Homework can also keep parents informed of the work done by the students.

STUDENT EXPECTATIONS

1. To always work and play safely and responsibly.
2. To be courteous and to practice common manners.
3. To respect the rights of others.
4. To respect school property and the property of others.
5. To come to school properly equipped and willing to work.
6. The wearing of hats is not permitted in the school.
7. Gum chewing may be allowed in the classroom with teacher permission.
8. Participation in physical education classes is expected, with proper gym strip unless for medical reasons and there is a written reason from the parents. A note from a physician may be requested for non-participation for extended periods.
9. Students will walk inside the building and are expected to use assigned doors for entering or leaving the school.
10. Students will play in assigned areas. Out-of-bounds play areas are: parking lot - main entrance - washrooms – any area at the front of the school.
11. Students are not allowed to wear roller blades, ride bikes, scooters or skateboards on school grounds.
12. Students are not to leave the school grounds at lunch or recess, unless they have written permission from a parent and have permission from a teacher.

13. Students are permitted to participate in activities in the gym only when supervised by an adult. Expectations apply to extracurricular events and field trips.

ELECTRONIC DEVICES

There are a multitude of personal electronic devices (cell phones, digital cameras, I-Pods, MP3 players, handheld video games, etc) turning up at school. We want students being active during breaks and engaged in the classroom. If electronic devices are brought to school, they must remain in their backpacks and be turned off between 8:35-2:27 (1:27 on Mondays) each day. Students using electronic devices during the day will have them confiscated and have to pick it up at the end of the day. If there is a second occurrence, the device will be confiscated and a parent will have to pick the device up at the office.

SCHOOL RUNNING PROGRAM

Each year an imaginary running target is identified and students run laps of the building as part of their required Daily Physical Activity. The laps are counted and converted into kilometers. Over the year students are recognized with a ribbon when benchmarks are reached. At the end of the year students achieving 225 kilometers are recognized with a Master Runner t-shirt.

DISTRICT POLICIES

Our School District has numerous policies that direct and safeguard a school's operation and the students who attend our schools. A complete set of policies are available on the School District website for your perusal should you wish to view them.

School District website – www.sd68.bc.ca .

PARENT ADVISORY COUNCIL

Our PAC is a very active group of parents that help in our school. If parents can afford the time, please get involved.

Who: is on the PAC?

1. Elected members from the parents of students in the school.
2. Principal of the school.
3. Staff Representatives.
4. All parents can attend meetings and have input.

What: is the Purpose of a PAC?

1. To provide a discussion forum for school activities between staff and parents.
2. To bring ideas to the attention of the principal and staff members that might benefit the children in that school.
3. To consult on new programs, fund-raising, volunteer activities, etc.
4. To channel school activities through one group.

It is not a committee to discuss individual students/staff problems.

CHASE RIVER ELEMENTARY MISSION STATEMENT

“Working together with our school community, our mission

at Chase River Elementary is to ensure a safe, supportive and respectful environment which promotes the development of individual potential and enthusiasm for life-long learning.”

The staff of Chase River Elementary strives to create an educational climate that encourages each child to grow academically, physically and socially to the best of his/her ability. Classes and programs are organized to provide each child with successful experience, appropriate challenges and a sense of achievement and belonging. We are committed to creating a safe, warm and nurturing environment for each student.

We welcome parent involvement in the school. We believe that when we work together, we can provide successful educational experiences for students.

SCHOOL PHILOSOPHY

The staff of Chase River Elementary will assist in the growth and development of the whole child. Children who attain academic proficiency and physical skills based upon appropriate developmental expectations; that are socially aware and cooperative and who display emotions and feelings in an acceptable manner will be able to contribute effectively to society.

The learning process develops both character and ability. Every student is capable of personal growth and achievement when provided with challenging programs. Programs offered are based upon continuous progress and recognizes, respects and attends to individual differences. The time and instructional approaches may vary to permit each child to learn at their own rate according to their unique needs and abilities.

As the development of self-confidence is essential for fulfilling and constructive life, the school will strive to provide each student with interesting and meaningful learning experiences leading to academic and personal success. Personal strengths will be developed and areas of weakness supported and assisted.

Chase River Elementary will endeavour to instill a love of learning; to provide the skills necessary to acquire, process and express information; to offer opportunities to think critically and creatively; to provide leadership opportunities to students to develop self-discipline and independence and to enhance self-esteem.

Developing appropriate learning attitudes and skills depends upon the individual learner's commitment, self-discipline and responsibility of the learner. Parents and teachers working together as partners will increase the likelihood of such success for each child. Each child must be prepared to succeed in a changing world by striving to do their best in order to grow towards their potential – an investment in themselves and their future.

CHASE RIVER ELEMENTARY SCHOOL'S CODE OF CONDUCT

Statement of Purpose

- To establish and maintain a safe, caring, inclusive, and welcoming school environment for purposeful learning that promotes the rights and responsibilities of all who learn and work here.
- To clarify and publish expectations for student behaviour while at school, while going to and from school and while attending any school function or activity at any location. *This includes any behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.*

The *Nanaimo Ladysmith Public Schools 2.10 Inclusion Policy* is based on the principles of respect, acceptance, safety and equity. It “affirms a learning environment that reflects diversity, inclusivity and equity is essential in supporting the highest level of individual growth and achievement.”

BC Human Rights Code

The *BC Human Rights Code* states that three of its purposes are to:

- “foster a society in British Columbia in which there are no impediments to full and free participation in economic social political and cultural life of British Columbia.
- promote a climate of understanding and mutual respect where all are equal in dignity and rights.
- to provide a means of redress for those persons who are discriminated against contrary to the Code.”

It further states 8 1 (b) a person must not “discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the 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 or class of persons.”

The *Safe, Caring and Orderly Schools: A Guide* states, schools should be places where students are free from harm, where clear expectations of acceptable behaviour are held and met, and where all members feel they belong.

[NLPS Inclusion Policy](#) states that all members of our school community “have the right to expect that policies, procedures, programs and communications are inclusive and respectful.” Administrative Procedures (AP) that support the school Code of Conduct include:

- [AP 312](#) – Harassment, Intimidation, Bullying and Discrimination
- [AP 344](#) - Code of Conduct
- [AP 345](#) - Student Suspension

- [AP 347](#) – Sexual Orientation and Gender Identity
- [AP 350](#) – Honouring Diversity and Challenging Racism

Chase River Elementary School Commitments

- Establishing a code of conduct for all members of our community and reviewing this yearly
- Solving problems in peaceful ways
- Ensuring there is no shame when behaviour does not meet expectations; rather each opportunity is used to
 - teach, reflect and goal set for next time.
- Ensuring that everyone is included and has a voice
- Building student involvement and leadership
- Involving parents as partners
- Maintaining regular whole school activities
- Providing resources for on-going learning

CONDUCT EXPECTATIONS

Acceptable Conduct refers to socially responsible behaviours that help to make the school a safe, caring and inclusive environment including:

- Contributing to the school community
- Solving problems in peaceful ways
- Valuing diversity
- Defending human rights
- Respectful interactions with students, staff and community members
- Speaking up and reporting incidents that demean others or threaten the personal or emotional safety of individuals or groups
- Respect the law as it applies to yourself and others
 - Respect self, others and our environment
 - Help to make the school a safe, caring and orderly place
 - Act in a manner that brings credit to the school

Unacceptable Conduct refers to behaviour that interferes with the safe and orderly environment of the school, either person-to-person basis or through social media, including, but not limited to:

- Engaging in incidents of harassment, intimidation, bullying or discrimination
- Interfering with the learning or orderly environment of the school or function
- Verbal threats of harm, swarming
- Illegal acts such as: theft or damage to property, possession or distribution of an illegal or restricted substance, possession, use of a weapon, or physical violence.

School Attire Expectations

Based on [Nanaimo-Ladysmith Public Schools AP 352](#)

The Board recognizes that decisions about dress reflect individual expression of identity, sociocultural norms, and economic factors and are intensely personal.

- The Board supports the full inclusion of transgender and/or gender non-binary students, staff and

visitors, and honours gender diversity regarding other gender non-conforming clothing choices.

- School attire should be respectful of oneself, others, and the expectations of the school, requiring ongoing education and dialogue within the school community.
- Although there is the freedom for students to attend school and school related functions in attire of their choice it is under the conditions that the choice:
 - Conforms with established health and safety requirements for the intended activity,
 - Is absent of text or graphics that:
 - promote any illegal substances—including those controlled for minors,
 - display offensive language or images,
 - encourage any form of discrimination; and reinforce or increase marginalization or oppression of any group based on
 - race, sex, gender identity, gender expression, sexual orientation, ethnicity,
 - religion, cultural observance, household income, body type, and size.
- It is the Board's expectation that students will "dress in a manner which reflects purpose, decorum and cultural respect."
 - **Purpose** - intention, function, relevancy: Clothing should reflect the purpose for which it will be used; *i.e.: unencumbering clothes for the gym, swim apparel is for swimming/beach.*
 - **Decorum** - appropriateness, standards of an environment/place: Staff and students wear attire that is consistent with the expectations of a place of learning; *i.e.: attire should not physically interfere with a person's ability to learn or work.*
 - **Cultural and/or Religious Respect** – conventions of attire/behaviour/expectations awarded to certain groups: traditional cultural attire should be respected and worn as deemed appropriate by the groups to which it belongs; *i.e.: schools must attempt to accommodate diverse cultural attire in all circumstances.*

Rising Expectations

As students progress through school, they continue to develop and mature. It is expected their level of self-discipline and personal responsibility will increase based on their individual development. Expectations and consequences rise throughout their development. The expectations are educative, preventative and allow for many opportunities to teach the same social skill in a variety of

ways. The bar of expectations is raised through adult modeling of socially responsible behaviours, recognizing students in their positive moments and increasing parent awareness to increase community involvement and support.

Consequences

NLPS Inclusion Policy States: "The Board expects that all students, staff, and members of our school communities will adhere to a code of conduct that is *educative, preventative* and *restorative* in practice and response."

Restorative Practices

- focus on creating conditions for students to learn self-discipline, fix mistakes and return to the group/class/school strengthened.
- address the needs of all those who have been harmed in a meaningful way.
- response to the harm are meaningful in addressing the needs of all involved
- help students reclaim their self-esteem through self-evaluation, personal effort and restitution
- provide opportunities to model leadership
- emphasize the importance of positive relationships in building community and,
- speak to the obligation we all have to each other to move towards wholeness, restoration and belongingness.

Participating in a meaningful consequence and may include:

- a 'do over' opportunity
- face to face meetings to address the harm done
- group or classroom circles to restore equity, balance and respect
- an act of service to make a positive contribution to the class, school or community
- school/community support to learn and practise problem solving or conflict resolution strategies
- reflective/think process that includes the opportunity to create a plan to restore the harm done

NLPS AP 344 – Code of Conduct states: "Students with identifiable special needs might be unable to comply with some aspects of a Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. Students with special needs may require special consideration in the selection of appropriate interventions to ensure that they are not subject to disciplinary or intervention measures that are directly or indirectly related to their special need."

Student Suspension

Discipline measures used with students should be viewed in the context of helping students achieve intellectual and social development. The purpose of suspension, or any discipline strategy, should be to meet these provincial goals and to develop self-reliant adults. Used judiciously, suspension can have positive effects, including:

- ensuring the safety of everyone in the school community.
- assigning clear consequences for a range of serious breaches of the code of conduct.
- providing the time for planning support for behaviour change.
- promoting collaboration among family, school, and other community services to solve problems.

Refer to [AP 345 Student Suspension](#)

Notification

School administration may advise other parties or agencies of serious breaches of the code of conduct depending on the severity and/or frequency of misconducts and the impact on others and/or the school community. Illegal acts will be reported to the RCMP and/or the District Administration to develop a safety plan that will include the components of education, prevention and restorative action.

Retaliation

No student, school employee, parent or volunteer may engage in reprisal or retaliation against a victim, witness, or other person who brings forward information about an act of harassment, intimidation, bullying, prejudice or discrimination. Reprisal or retaliation is prohibited and will result, where appropriate, in discipline and/or in the filing of a complaint with other appropriate authorities.

Appeal Process

The Board of Education recognizes and respects the fact that students and/or parents or guardians may sometimes disagree with decisions made by employees. The School Act of British Columbia gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions. This right of appeal applies to decisions that significantly affect the health, education or welfare of students. Information regarding the Board's appeal procedure and a copy of the formal appeal bylaw is at [sd68.bc.ca/Board Policies/1000 Board Governance/4.0 Bylaws](https://www.sd68.bc.ca/Board_Policies/1000_Board_Governance/4.0_Bylaws). Prior to an appeal it is expected that school administration, students and parents or guardians will work to try to resolve concerns at the school level.

Risk/Threat Assessment

SD 68 takes all threats seriously. Students and parents need to be aware of the steps the school district will take in responding to a threat:

- Any threats must be reported to the school principal, counselor, or some other responsible adult
- Nanaimo-Ladysmith schools will follow up on every reported threat.
- Follow-up may involve the police
- Interviews will be held with the threat-maker and any other students who may have information about the threat.
- Threatening behaviour may result in discipline for a student

Intervention plans may be developed for the student making the threat and a support plan developed for any students who are the target of threats. During the planning process, the student making the threat may be asked to remain home until the plan is completed to ensure the safety of all people involved.

Appeal Process

The Board of Education ("Board") recognizes and respects the fact that students and/or parents or guardians may sometimes disagree with actions and/or decisions of its employees. The School Act of British Columbia gives parents/guardians and students the right appeal employee decisions that significantly affect the health, education or safety of a student. Employee decisions also include the failure of the employee to make a decision. The Board believes that parents/guardians should also have a process for filing formal complaints. Information regarding the Board's appeal/complaint procedure and a copy of the administrative procedure is at <https://www.sd68.bc.ca/wp-content/uploads/Administrative-Procedures/300/AP-325-Formal-Complains-and-Appeals-1.pdf> Prior to an appeal it is expected that school administration, students and parents or guardians will work together to try resolve concerns informally at the school level. Nanaimo-Ladysmith Public Schools Code of Conduct <https://www.sd68.bc.ca/wp-content/uploads/Administrative-Procedures/300/AP-344-Code-of-Conduct.pdf>.