



School Handbook

Island Pacific School ~ Central Purpose

Island Pacific School is an intentional education community that aims to equip and inspire students to cultivate their humanity.

International Baccalaureate Programme

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Island Pacific School has adopted the International Baccalaureate Middle Years Programme (MYP) framework because there is a strong alignment between our purposes and those of the International Baccalaureate.

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SCHOOL COMMUNICATION

Communications

Good communication between the home and school is essential for student success. Almost all correspondence from the school is communicated via email. It is recommended that parents check their emails regularly for news from the school. It is also important that the school has current parent email addresses and contact numbers on file.

Week at a Glance (W@G)

The school sends out a weekly Parent Update via email to keep parents informed about what is happening at IPS. We strive to keep email communications home to a minimum whenever possible. Parents should always check the latest W@G for school information. The W@G is available on the school's website on the [Parent Page](#) which we recommend you bookmark for quick access to the latest edition.

Contacting Your Child's Teacher or IPS Staff

Parents can leave phone messages for teachers at the school, which are typically returned within two days. Parents can also contact staff by email as follows:

Scott Herrington	scott.herrington@go.islandpacific.org
Jennifer Henrichsen	jhenrichsen@go.islandpacific.org
Barbara Bingham	barb@go.islandpacific.org
Adrian van Lidth de Jeude	adrianvldj@go.islandpacific.org
Charlotte Paterson	charlotte@go.islandpacific.org
Laura Meagher	laura@go.islandpacific.org
Diana Ray	dray@go.islandpacific.org
Pam Matthews	pmatthews@go.islandpacific.org
Amanda Szabo	amanda@go.islandpacific.org
Jen Zdril	jenz@go.islandpacific.org
Stuart McGee	stuart@go.islandpacific.org
Beverley Rapley	brapley@go.islandpacific.org
Maureen Sawasy	maureen@go.islandpacific.org
Julia McCaig	julia@go.islandpacific.org

Messages to Students from Home

We ask that families discuss after-school plans or any other important messages and reminders for students at home. However, if you must call the school with message for a student, it will be posted on your son or daughter's locker door. Students should check their lockers at breaks and after school.

Unless there is an emergency, staff is not available to look for and locate students to take a telephone call or to check and see if the student is still at the school (i.e. after school). Thank you for your understanding.

Student Use of School Telephones

Students are permitted to use the student telephone during breaks or after school, but not during any class. The student telephone is located in the downstairs foyer just outside the student kitchen. **Cell phone use by students during the school day is prohibited unless permission is given during breaks by the office staff or a teacher.**

Urgent Messages

Occasionally, unexpected events or circumstances arise (such as delayed return times from expeditions or excursions and school closures). When this happens we will send out these messages via email to families. In some instances, the phone tree may be activated to relay these messages.

Students Reports & Conferences

IPS families receive three formal report cards per year (December, March and June), as well as one Interim Report in mid-October. Parents will also be invited to review student e-portfolios on an ongoing basis.

TECHNOLOGY AT IPS

The school (students and staff) uses Google Apps for Education which includes Personal Email accounts, Google Drive for document sharing, Google Calendars for access to the School Calendar and Class Calendars. All students are provided with their own personal IPS email account. **Students will be directed to share their account login id and password with their parents** so that parents are able to access their child's Google Classroom to check on homework, assignment and project due dates, that are assigned by teachers.

Appropriate computer use and availability of technology is discussed with the students during their Think Tank orientation.

The school is also using Google Chrome as its common web browser. This allows students and staff to maintain consistent access to bookmarks, online applications, etc. from wherever they may be working on school related work.

Students in Grades 8 and 9 are issued an IPS Chromebook for use at school and at home (for school work). The school owns and maintains the Chromebooks for the students. A technology fee is levied on the tuition fee contract and helps to cover the cost of the Chromebooks itself, along with maintenance of the unit. Safe browsing using the school Chromebooks is monitored via GoGuardian.

HEALTH & SAFETY

Emergency & Accident Procedures

If your child becomes ill or has an accident at school, you (or one of the adults you designate) will be contacted immediately. **Please be sure that you have provided our office with up-to-date telephone numbers for your home, place of work, cell phone numbers and the number of a relative, friend or neighbour as the emergency contact.** Students should also be aware of who their emergency contacts are.

In the event of a school wide emergency, the volunteer “telephone tree” will be initiated to phone parents. They will provide information on the nature of the situation and the procedures to be followed. Only one call will be made to each family.

Emergency Alternate Action Plans

All families should have two plans in place for students in the event of a school closure BEFORE such an event arises.

Students need to be aware of their family’s ‘Plan A’ and ‘Plan B’ in the event of an unexpected school closure or other emergency, BEFORE such an event arises.

Off-island students will be assigned to a Bowen IPS family as an emergency contact and in the event that both the ferry or water taxi is unable to operate and the student has to remain on Bowen. (This has happened only once within the last 8 years for part of an afternoon & evening.)

SCHOOL CLOSURES (POWER, SNOW/WEATHER, MAJOR FERRY DISRUPTION)

From time to time, the school may have to close, delay opening, or decide upon early dismissal due to heavy snow, power outages, or others factors. The decision to close the school or delay opening will be made by the Head of School. The general rule of thumb is as follows: ***if the West Vancouver School District closes its schools (including Bowen Island Community School), then IPS will be closed.***

Closure Procedures – Communications (Outside of School Hours):

Telephone	Voicemail	The school's voice mail greeting will be updated by 7:45am advising if a closure is to occur.
	Phone Tree	If we are unable to update the school’s voicemail or advise families by email, the phone tree will be initiated to all families to advise of the closure.
Internet	Email	An email notification will also be sent out to all parents (unless there is a power outage &/or we are unable to access the internet).

Unless the road conditions are too dangerous, someone from the school staff will be at the school in the morning and will remain until 9:00 am in the event a student does arrive for school.

Off - Island Students (Late Start Schedule):

If the weather and road conditions appear questionable in the morning, families with students travelling from the North Shore are asked to wait until 7:45am to find out if IPS will be closed. Check the school’s voicemail, your email, or await phone call from the phone tree by 8 am. If the decision is made to open the school, students from the North Shore should take the 9 am ferry sailing (or whichever ferry will line up with the late start time that day).

Closure Procedures – Communications (During School Hours):

The following procedure will take place should it be necessary to dismiss students early:

Internet	Email	An email notification will be sent out to all parents (unless there is a power outage &/or we are unable to access the internet).
Telephone	Phone Tree	The phone tree will be initiated to all families to advise of the early dismissal.
Off-Island Students		Students who have to travel home on the ferry will be dismissed at an appropriate time so that they can take either the 10:30am, 11:30am, 12:30pm or 3:00pm sailing.

Traffic Safety

Parents and drivers are reminded to be particularly careful when approaching the school vicinity as students walk on the approach road.

We prefer if you can drop off students in the upper parking lot behind the school. Please do not stop in, park in, or block the driveway. Please do not park or stop directly in front of the stairs in the bus stop zone.

Please note that the Bowen Island Children’s Centre is also located on Carter Road and there are often toddlers loading and unloading by the Centre.

The speed limit on Carter Road is 20 km/h.

Parking

Please do not park in the driveway or at the bottom of the driveway near the fire hydrant. Note there is additional parking behind the school in the upper parking lot. Blocking of the driveway, particularly at the driveway entrance creates issues for the bus and trucks who cannot make a safe turn when vehicles are blocking access in this area.

Medications

No medications will be administered without authorization by a parent. Please alert us to any acute medical situation we may need to know about: (all allergic reactions, especially anaphylaxis; possibility of seizures; diabetic needs etc). Over the counter medications such as Tylenol or Aspirin will not be given children without parental consent. Parents are to provide the school with an Epi-Pen for students who need one.

Community Health

Services to youth in schools are provided by a number of professionals in public health which include: nurses, nutritionist, tobacco reduction coordinator, audiologist, dental hygienist, mental health team, nursing support coordinators, physical therapists, environmental health officers and a medical health officer. Public health supports a comprehensive school health framework (CSHF), which integrates health education and services within a healthy school and community environment. This CSHF approach includes a broad spectrum of activities and services that take place in schools and the surrounding community. These services are directed to children, youth and their families with support to teachers and other staff. Please find attached the VCH health services document that outlines the services and programs delivered by the Community and Family Health program in more detail with direct contact information.

Guidelines To Consider When Your Child Is Sick

(provided by Community Health Services, North Shore Health Region)

"There are four important issues to consider as you try to determine if your child is too ill to attend school:

1. The protection of other children.
2. The protection of your child. Their recovery could be delayed; also they are more likely to acquire other illnesses, as their resistance is reduced.
3. The ability of your child to function at school.
4. The inability of the school to look after your child.

With these issues in mind, the following guidelines are given:

Please keep your child home if he / she:

1. Has a suspected or known communicable disease (i.e. mumps, measles, rubella, chicken pox). Keep them home until they are no longer infectious.
2. Has a fever.
3. Is too sick to participate in all normal school activities.
4. Has symptoms such as persistent cough, constant runny nose, etc. If these symptoms do not clear up within a reasonable time, please see your family doctor.

If you decide to keep your child home from school please notify IPS as soon as possible. It is our policy to contact the parents or guardians if a student is absent and we have not been notified. Office staff usually account for all students within 30 minutes of start of classes.

Should the school find it necessary to send your child home because of illness, please make sure you have made alternate arrangements when you are not available. Inform the school of these arrangements.

Traveling on BC Ferries

Students traveling to and from school or on school related activities travel for free but still require a boarding pass. They must identify themselves as a student who attends IPS at the BC Ferries ticket booth. IPS provides BC Ferries with a list of all current students.

***Ticket sales at Horseshoe Bay will end ten minutes before the scheduled sailing time for vehicles and walk-on passengers.** At Snug Cove, Bowen Island, loading will end five minutes before the scheduled sailing time for vehicles and walk-on passengers.*

The Bowen ferry schedule changes at different times of the year. The current schedule is in effect until October 19, 2017. We recommend that you visit the BC Ferries website and make note of the CURRENT FERRY SCHEDULE.

Discounted fares are available from BC Ferries. The Experience Card can be purchased from the vehicle and passenger tollbooths in Horseshoe Bay. The Experience card can be used for both foot passenger and vehicle/driver fares. Visit the BC Ferries website for more information:

http://www.bcferries.com/travel_planning/cards/experience-card.html

In the event that the ferry is cancelled (ie. due to mechanical, weather issues etc.), the Cormorant Marine Water taxi is put into service at the request of BC Ferries. Students can therefore still travel to and from Bowen via the water taxi for no fee.

SCHEDULES

Class Schedules

Class schedules are available on the website on the [Parent Page](#) which we recommend that you bookmark.

Teacher Professional Days

There will be ongoing Teacher Professional Development throughout the school year focusing on many topics. We will continue our work on developing the IB-MYP, Ministry, and IPS curriculum. Our Professional Development days are noted on the School's calendar, which is posted on the website.

Punctuality & Attendance

It is expected that students arrive at school to begin class at the times outlined in the school's schedule. **In the event that your child may arrive late, needs to be excused early, or be absent (illness, doctor, dentist, etc.) it is important to advise the school office as soon as possible either by phone or a written note.** Please provide us with the following information:

- child's name
- day(s) of absence or lateness
- reason for absence or lateness

Office staff usually account for all students within the 30 minutes of start of classes.

All children arriving after the beginning of classes or leaving early must sign-in or sign-out with the office.

Daily Schedule

Monday, Tuesday, Thursday, Friday	Wednesdays
8:45-9:00 Morning Stretch	8:45-9:00 Morning Stretch
9:00-9:45 Block 1	9:00-9:45 Block 1
9:45-10:30 Block 2	9:45-10:30 Block 2
10:30-10:45 Break	10:30-10:45 Break
10:45-11:30 Block 3	10:45-11:30 Block 3
11:30-12:15 Block 4	11:30-12:15 Block 4
12:15-1:00 Lunch	12:15-1:00 Lunch
1:00-1:45 Block 5	1:00-2:30 Wednesday Programs: (House Lunch; Assembly; Excursions; Comm Service)
1:45-2:30 Block 6	2:30-2:45 School Clean Up
2:30-3:15 Block 7	
3:15-3:30 School Clean Up	

Due to the dangerous cargo sailing (4:15 pm ferry) on **Wednesdays**, the school has an early dismissal followed by clean-up. The transit bus will pick students up at the school and take them to the ferry in time for the 3:10 pm crossing.

Lunch Break

Students are encouraged to go outside for some fresh air over the lunch break. While eating lunch at school our basic rules must be adhered to. The students' kitchen contains two microwaves, a toaster, and kettle. Students must take turns with these appliances and be sure to clean up after themselves. Students do not have permission to use the stove or oven. Students must not leave the school grounds without written parental permission.

Regular Dismissal

In most instances, students will be dismissed by 3:15 pm, with clean-up crews staying until 3:30 pm. Families requiring students to leave early on a specified day must provide a note to the office.

HOMEWORK AT ISLAND PACIFIC SCHOOL

Some of the key elements of our homework approach include:

- An attempt on our part to ensure that the bulk of the students' investigative and creative work happens *inside the classroom* rather than outside of school.
- A determination, nonetheless, that our students are appropriately challenged and that they receive the kind of education we think they need to participate fully in the world.
- A desire to cultivate, encourage and acknowledge individual interests as part of a student's overall educational experience at the school.
- A recognition that our grade 9 students will need to be prepared for the institutional expectations of a traditional high school.
- A recognition that parents want some mechanism by which to keep informed about their son or daughter's academic engagement. (We expect that some of this will be addressed via the e-portfolios).
- A willingness to change and amend our approach in the best interests of the student.

IPS Excused and Unexcused Lates Policy

(April 26, 2017)

Ungraded Assignments

If you hand in an **ungraded** assignment late, your teacher will send a note home to your parents, and you will still be expected to submit it.

The principle: everything matters, even ungraded work. Get it done.

Graded Assignments & Tests

You can make arrangements with your teacher to get an **excused late** on **graded** tests or assignments, just as long as you make these arrangements **at least TWO weekdays** before as follows:

Get An "Excused Late" Approved By:	For An Assignment That is Due On:
MONDAY	WEDNESDAY
TUESDAY	THURSDAY
WEDNESDAY	FRIDAY
THURSDAY	MONDAY
FRIDAY	TUESDAY

NB: Teachers reserve the right *not* to approve an “excused late” request, particularly when advance notice has been given of an upcoming due date.

The principle: As long as you *take responsibility* for upcoming tests and assignments (i.e. by arranging excused lates in advance), then teachers may be able to extend a due date.

If you have NOT made arrangements for an excused late for **graded** tests or assignments, and if you fail to write the test or complete the assignment when it is due, then these will be regarded as unexcused lates and the following **consequences** will apply:

If you have completed only part of the assignment, or are able to complete only part of the test, then you will receive a partial assessment based on the partial work you have completed.
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If you have completed no part of the assignment, or are unable to complete any part of the test, then you will receive <u>zero</u> on the test or assessment.

The principle: If you have NOT taken responsibility for arranging an excused late beforehand, and if you are late, then there are consequences for this, as there are in life.

If you are sick, you or your parents must send an email to the relevant teachers as soon as possible. If, due to illness, you are unable to attend an *in-school* test or presentation, this will be deemed an *excused late*. The teacher will either schedule a makeup test or presentation, or will not count that test or assignment in your final assessment. Note that, other things being equal, you will be expected to submit *digital* assignments on time.

ACADEMIC HONESTY POLICY

(November 9, 2012)

Overview

“Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills”.¹

“An authentic piece of work is one that is based on the student’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral... must wholly and authentically use that student’s own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged”.¹

It is the policy of Island Pacific School to establish and maintain a culture of academic honesty. All Island Pacific School community members respect intellectual property, which is any work created by another person. As we develop the concept of international-mindedness, it is imperative that students are responsible and knowledgeable in the skills needed for academic honesty. Island Pacific School students are strong communicators who are confident in their own work and ideas. They understand the difference between collaboration and collusion. It is the intent of this policy to develop ethical students who take ownership of their learning, and to respect the intellectual property of others.

Academic Dishonesty

Academic Dishonesty can be described as:

Cheating – Copying another’s work either paper or electronic, such as homework, class work, or answers to a test. Cheating is also using the same work for more than one assignment without both of the involved teachers’ permission.

Collusion – Allowing someone else to copy or cheat off of your work. Passing information related to a test.

Duplicating - copying someone else’s file or assignment in part or in whole.

Plagiarism – the representation of the ideas or work (written work, works of art, such as music, film, theater, dance, and visual arts) of another person as the student’s own, without acknowledging the original author or creator. 1

Paraphrasing – using an author’s ideas by rewording or rearranging the author’s original words. Paraphrased materials still require the student to acknowledge the source.

Students who are found to be in violation of Island Pacific School’s Academic Honesty Policy will be subject to academic and/or administrative disciplinary action.

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments and tests and disciplinary penalties in accordance with the Island Pacific School Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information of students.

Cheating in any form is a serious offence. This includes copying another's work, taking cheat notes into an examination or using the work done by a student in a previous year.

The minimum penalty for cheating is a zero on the assignment. Further penalties in the form of loss of privileges, suspension, or receipt of a failing grade in the course may also follow. If a student knowingly assists another to cheat, they will automatically receive a zero for their work. Repeated incidents will lead to further action which may include removal of the student from the school. Students found guilty of cheating on an examination will have their paper confiscated and will receive zero for that exam.

Plagiarism is the act of taking another person's ideas and representing them as one's own. It is a form of theft and is taken extremely seriously by most academic institutions including this one and may result in academic penalties. These penalties are the same as those for "cheating" and are cited above. Students may use other people's ideas and words in their own writing, but they must acknowledge that these ideas have come from another source. Instructions on how to properly cite sources is communicated regularly in both our Humanities and English classes throughout grades 6 - 9.

Responsibilities of Students, Parents, Teachers, and Administrators

The Student, in accordance with the IB Learner Profile, will be Principled – he or she will act with integrity and honesty, upholding the letter and the spirit of this policy, and is ultimately responsible for the authenticity of their work and acknowledgement of their sources. 1

The Parent will discuss and support the school's Academic Honesty Policy by reviewing it with his or her child and by encouraging the student to practice academic honesty. The Parent will monitor the authenticity of his or her child's work.

The Teacher will support the school's policy on good academic practice. He or she will teach students about academic honesty and provide examples in their content area. Teachers will assign tasks that encourage students to develop their own ideas, rather than merely gathering information. Accepted work will be confirmed as authentic.

The Administrator will establish a school policy that promotes good academic practice and a school culture that actively encourages academic honesty. 1

1. IBO Academic Honesty Policy – PDF (2007).International Baccalaureate Organization. Accessed April 27, 2011 from <http://www.ibo.org>.

CURRICULUM ENRICHMENT

Masterworks

The Masterworks program is an important academic centerpiece of the school. It requires the grade nine students to research an area of interest for 3-6 months, write a 12-20 page paper, and then present and defend their work in a public forum. The students have explored a very broad range of topics using all manner of presentations. Students receive four Grade 10 credits when they complete their Masterworks course in June.

Duke of Edinburgh Award

Grade 9 students who want to attempt the Duke of Edinburgh's Bronze Award should contact Charlotte Paterson. This is a student-directed program that requires significant individual initiative. For more information consult their website at: <http://www.dukeofed.org/>

Excursions

Approximately once a month the grade 6 & 7's or the grade 8 & 9's will go on an excursion either on-island or off. Examples of typical excursions include:

Bard on the Beach	Vancouver Art Gallery
Museum of Anthropology	Science Fair
Bowen Island Museum	Vancouver Writers' Festival
The Edge Climbing Wall	Stanley Park Roller-skating
Vancouver Space Centre	Science World
IMAX Theatre	Arts Club Theatre

Excursions are an important part of the IPS program and all students are expected to attend. Please schedule any appointments for your son or daughter such that they will not conflict with planned Excursions throughout the year.

While excursions generally depart Bowen on the 11:35 am or 12:45 pm ferry and return on the 4:45 pm ferry, departure and return times can (and do!) change. An email notification will be sent to all parents should the Excursion return time change. An email notification will also be sent prior to the Excursion with logistics.

Community & Service Program

The Community Service Program's main aim is to cultivate a sense of citizenship and civic engagement in our students by having them participate in projects where they learn about themselves and the world around them. Students will get an opportunity to contribute in community & service programs throughout the year. Any suggestions you may have about community service opportunities are greatly appreciated.

School Expeditions

Each year IPS students go on three significant multi-day expeditions that are aimed primarily at creating an environment of challenge, responsibility, recognition, and fun outside the school walls. Parents and students will be provided with more information on these trips throughout the year. All dates for the expeditions can be found on the School Calendar.

House System

All students at IPS are placed into one of four "Houses": Pleiades, Orion, Cassiopeia, Andromeda. Each House consists of students from all grades, with senior students assuming positions of leadership and responsibility. The purpose of the House system is to cultivate cross-grade communication and support so as to better integrate all students into the academic and co curricular aspects of the school. The Houses are also meant to create opportunities for students to have fun and foster a more positive school spirit. Definitive features of the House system include:

Point System & Rewards

Throughout the course of the year Houses compete for points by fulfilling their various assigned responsibilities (below), or through participation in special events (Ultimate Tournaments, Special Contests), or by contributing to a positive school environment (e.g. by helping out, etc.). Prizes are given to the "Winning House" at the end of each semester, and a special House Cup (The Osler Cup) is awarded to the Winning House at Graduation at the end of the year.

School Lunch

Each House hosts one very special "School Lunch" a year at which they create a theme, decorate appropriately, and arrange for home-grown "entertainment". These events – where the entire school shares a meal together – are invariably a lot of fun. Volunteer parents plan and prepare the meal for these events.

School Clean Up

A single House is assigned to school clean up each week, so that each Houses rotates through clean-up once every four weeks. See the school calendar for scheduling.

Learning Strategies

We recognize that all students require academic support throughout the school year. Some student's educational experience is significantly enhanced through additional, in-school learning support. Amanda Szabo is the Learning Strategies Coordinator, and she will be assisted by Diana Ray and Jennifer Zdril.

Homeroom Teachers

Homeroom teachers are responsible for overseeing and helping to coordinate the delivery of a quality educational program for everyone in their assigned cohort. Part academic advisor, part homeroom teacher, part counselor, the Homeroom teacher is meant to keep an eye on the student's total educational experience at the school.

This year the Homeroom assignments are as follows:

Grade 6	Beverley Rapley
Grade 7	Laura Meagher
Grade 8	Adrian van Lidth de Jeude
Grade 9	Jennifer Henrichsen

IPS CLOTHING LINE

Uniform items are available through Cambridge Uniforms. IPS also has some available gently used items. Here are a few quick notes about the ins and outs of uniform wear:

- **During regular school days**, students are expected to wear any of the following IPS shirts (i.e. shirts with an IPS logo): grey bamboo t-shirt, white t-shirt, golf shirt (long or short sleeved), or House t-shirt. These should be the shirts that are currently in stock.
- **During regular school days**, students may also wear an IPS hoodie, sweatshirt, or V-Neck sweater in addition to their IPS shirt. Note that students must have an IPS shirt under their hoodie, sweatshirt, or V-Neck (i.e. because they usually take the latter off during the day). Note as well that students must have their hoods down when inside the school.
- **On Fridays**, students will be permitted to wear “vintage” IPS shirts, if they have them (i.e. old IPS shirts that still have an IPS logo and/or image).
- **During Physical Education (PE)**, students must wear their IPS House Shirts with IPS shorts OR with IPS track pants. While the school supplies the first House shirt for each new student, it is recommended that a second be purchased.
- **During excursions and assembly**, students must wear a white golf shirt and a V-neck sweater. Students may forfeit the opportunity to attend assemblies and excursions if they do not wear the proper clothes. Assembly dates are posted on the school’s calendar: <http://www.islandpacific.org/island-pacific-school-calendar/>
- **During Ultimate Practice**, students must wear appropriate clothing: shorts or track pants, loose fitting shirt, cleats, and bring a water bottle.
- Students are not permitted to alter their IPS shirts.

The school’s clothing line provider is Cambridge and Company. You can place your orders for clothing and/or personalized labels directly from Cambridge. Go to: <http://www.cambridgeuniforms.com/>

FUND RAISING AT ISLAND PACIFIC SCHOOL

Each year, the school fundraises between \$35,000-\$50,000, which represents about 3.5-5.0% of our total budget. The funds are used to offset the cost of the Discovery Week Trips; to help sustain the Financial Aid program, and/or to fund special initiatives. Our main source of funds comes from a number of special events held during this year which include:

IPS Gala (“The Party”)

November

Student Fundraising for Discovery Week

Note that each student is also expected to raise at least \$150 over the course of the year to go toward their Discovery Week trip. We think that this requirement provides a good family opportunity for young people to learn the value of working toward something worthwhile. We have found, over the years that this works best if the student begins early in the year and follows through on a consistent plan over the long haul.

VOLUNTEERING AT ISLAND PACIFIC SCHOOL

We are a little school that likes to punch above its weight. One way we are able to do this is through the volunteer help of parents. We have a broad range of operational tasks that need to be done--everything from school recycling to photography, event coordination and support, photo management--so if you have a few hours a month, please let us know. The Volunteer Coordinator this year is **Debbie Ross**. Please email her at debbie@go.islandpacific.org .

DISCIPLINE

The discipline interventions & consequences protocol at Island Pacific School has been put into place to ensure a safe and secure learning environment for all students, staff, visitors, and volunteers at the school.

Some Basic Principles

1. We want all of the stakeholders (students, parents, teachers, and volunteers) to be aware of the entire progression, and to intervene appropriately when problematic situations arise
2. We want interventions to happen reasonably quickly
3. We want interventions to be consistent, fair, and effective
4. We want students to embrace and live the values and tenants as they are expressed in the IPS Membership Charter

Summary of Interventions

<u>Levels</u>	<u>Intervention</u>	<u>Type of Offence</u>
Level One:	Short Correction or Redirect	(Minor, but Important)
Level Two:	One-to-One Conferences	(Problematic)
Level Three:	Head of School & Parent Meeting	(Serious)
Level Four:	Suspension	(Very Serious)
Level Five:	Expulsion	(Unacceptable)

N.B.: These interventions do NOT necessarily have to happen in ascending order. For serious offences, the process can move right to Level Five.

Intervention Progression – Detail & Examples

1st Level Intervention Short Correction or Redirect

At this level, the offender has engaged in some mildly offensive or potentially hurtful behaviour that, if left unchecked, could disrupt the learning environment of others or cause genuine personal harm. Examples of these sorts of *minor, but important* offenses include:

- interrupting another student or teacher in the class or during the course of a conversation
- using (perhaps inadvertently) some mildly inappropriate language about something *other than* an individual (e.g. "that movie sucks")

- saying something (perhaps inadvertently, and probably as a first offense) about a particular individual which is mildly offensive or hurtful. (e.g. calls a student a "geek" or a "dweeb" for some action)

In these situations the person intervening is encouraged to utter a short but direct "correction" pointing out that such behaviour is unacceptable. In the case of interruptions during a class or presentation teachers, instructors, and/or volunteers are asked to get the student to stand up and apologize (to the person interrupted) and then quickly move on. At this stage it is acceptable to make this intervention "in public" provided that the intervention is short and to the point and the action can move on. (If the intervention escalates, then there should be a shift to level II and beyond.)

2nd Level Intervention Private One-to-One Conference

At this level the offender has continued to engage in some mildly offensive or potentially hurtful behaviour, or has done something that warrants slightly more than a quick correction. Examples of these sorts of *problematic* offences include:

- continuing to interrupt other students (or adults) in class or conversations after having been warned several times
- deliberately using, as part of one's regular vocabulary, inappropriate language about something other than an individual (e.g. swears)
- intentionally says something to a particular individual which is clearly hurtful (e.g. publicly sneers at a person; laughs or taunts a person from the protection of a group; uses inappropriate language to describe a person) As far as can be known, this is a "first outburst" as distinct from repetitive behaviour.

In this situation it is important for the person intervening to take the offender aside to have a clear and direct one-to-one talk with him or her. The point of this intervention is to make precisely clear that this sort of behaviour will not be tolerated, to extract an acknowledgement from the offender that they understand that this sort of behaviour will not be tolerated, to extract an acknowledgement from the offender that they understand that if the behaviour continues they will be subject to more serious consequences including the possibility of a parent meeting, suspension, or expulsion. The teacher or volunteer issuing this reprimand has the option of sending home Parent Notification Letter indicating the problem that needs to be addressed.

3rd Level Intervention School Head or Parent Conference

At this level, the offender either has not responded satisfactorily to the one-to-one conferences (i.e. is sullen and unapologetic), or continually repeats an offence (i.e. does it a third time after having been warned at least twice), or commits a moderately serious offense. Examples of *serious* offenses include:

- not responding in good faith to 1st & 2nd level intervention warnings about problematic behaviour

- being rude to a student, teacher, volunteer, or visitor to the school
- repeating verbal or relational bullying actions
- retrieving and distributing objectionable material from the internet
- "borrowing" (and not immediately returning) personal or school property

Students who commit a moderately serious offense will immediately be sent to the office to await a meeting with the School Head (or designate). The time that they have to wait before seeing the School Head will have to be paid back in detention time to be served either at lunch, at break, or after school as determined by the Head.

As for the meeting itself, the School Head has a number of options. He or she can have a personal conference with the student, arrange for a parent conference, or do both. Based on the discussion that ensues, an appropriate consequence will be determined. The range of possible consequences includes (but is not restricted to) a Parent Notification Letter sent home, a formal apology from the student, an appropriate work assignment, in-school suspension, out-of-school suspension, expulsion from the school.

4th Level Intervention Immediate Suspension

Students get to this level of intervention when they commit a *very serious* offence.

Examples include:

- being *aggressively* rude to a student, teacher, volunteer, or visitor to the school
- intentionally striking or otherwise injuring a student, teacher, volunteer, or visitor
- destroying school or personal property through deliberate malice or negligence
- bringing illegal drugs or alcohol onto the school premises

Students engaging in these sorts of behaviours will be immediately suspended and will remain suspended from the school until a meeting with the School Head can be arranged with the parent(s) to determine further action. The range of possible consequences as a result of this meeting includes (but is not restricted to) a formal apology, an appropriate work assignment, a protracted suspension from the school, or expulsion from the school.

5th Level Intervention Expulsion

Students will be expelled from the school if they persist in *very serious* offenses or if the School Head and the Board come to believe that a student's behaviour has caused significant emotional or physical harm to others, or has significantly detracted from the social and educational experience of others.

Important Note:

Members of the IPS Community are not obligated to bring students through the various interventions in the order specified. The level of intervention most appropriate depends upon the severity of the offense.

Parent Notification Letters/Emails

Formal Parent Notification Letters/Emails are typically sent home to parents when Level 3 interventions have had to take place. That said, the school is committed to notifying parents relatively early in the discipline progression is so as to be able to work quickly with families to change patterns that could become potentially serious. Our experience has been that parents are usually the best resource to rectify behaviours that can be counterproductive to a student having a successful academic year.

Grounds for Dismissal or Students Not Being Invited Back

1. Consistently acting contrary to the values of the school: Wisdom, Courage, Integrity
2. Consistently violating the tenants outlined in the Membership Charter
3. Acting in a manner -- either at the school or within the community at large -- that reflects poorly on oneself or the school
4. Wilfully causing physical or emotional harm to another person.
5. Distributing, consuming, or otherwise using drugs, alcohol, or cigarettes on or near school property, or under school jurisdiction.
6. Vandalizing or seriously misusing school equipment or property.

APPEALS POLICY

Introduction

Island Pacific School seeks to resolve complaints and disputes as close as possible to their point of origin, with a minimum of formality and in a way that a neutral and reasonable observer would find reasonable in all circumstances. Escalation to a formal appeal should not occur until all other avenues have been explored.

Where a the parent/guardian and/or student disagrees with a major academic, safety or discipline decision and wishes to appeal this decision, the parent/guardian and/or student must have access to an unbiased review of the decision by an Appeals Committee.

A parent/guardian and/or student in the School may appeal a decision of an employee or employees of the Island Pacific School if that decision significantly affects the education, health or safety of the student. The failure of an employee or employees to make a decision shall be deemed to be a decision for the purpose of bringing an appeal. The following decisions shall be deemed to significantly affect the education, health or safety of a student:

- disciplinary suspension from school for a period in excess of (5) consecutive days;
- suspension from school for a health condition;
- placement in an educational program;
- grade promotion and graduation; and
- any other decision that, in the opinion of the Board, significantly affects the education, health or safety of a student.

Appeal Process

Discussion before Appeal

Before an appeal is brought to the Board, the parent/guardian and/or student shall discuss the decision under appeal with the teachers involved. These discussions should be focused on ways to resolve conflict, or to allow both parties to reach an agreement.

Where practicable there shall be an expectation that each step in the sequence of discussions will take no more than three working days, but this may be waived by formal agreement of both parties. The discussions would normally occur in the following sequence:

- a. Step 1: The parent/guardian and/or student, meet with the teacher(s) involved with the decision. If there is no resolution;
- b. Step 2: The parent/guardian and/or student meet with the Head and appropriate staff member(s). If there is no resolution;
- c. Step 3: The parent/guardian and/or student may give written notice of appeal to the Board Chair.

Process of Appeal

Every appeal to the Board begins with a written 'Notice of Appeal' to the IPS Board Chair within seven days of the decision made by the Head or teacher. The appeal shall state:

- the name and address of the student and/or parent/guardian bringing the appeal;
- the decision which is being appealed and the date the student and/or parent/guardian was informed of the decision;
- the name of the employee(s) who made the decision being appealed;
- the grounds for the appeal or the area of difference and the solution or relief sought;
- the steps that the student and/or parent/guardian have taken to attempt to resolve the matter directly with the employee(s) involved.

The Appeals Committee

The Appeals Committee reviews all cases where the parent/guardian and/or student disagrees with a decision that affects their standing in the school. The Appeals Committee provides an unbiased second look at the decision and will review the evidence considered and procedures used to make the decision. Among the things the Appeals Committee shall consider are the following;

- Was the decision biased in any way?
- Were the procedures of Island Pacific School followed correctly?
- Was all available evidence considered?
- Are the consequences to the student reasonable and consistent with other similar situations?
- Are there any mitigating circumstances to consider?

If the decision of the Appeals Committee varies from the original decision, the reasons for the variance must be clearly outlined in the written decision and any recommendations for procedural changes should be directed to the Head. The Appeals Committee report should provide the parent/guardian and/or student with a concise but complete statement of reasons for the decision at the time the decision is handed down.

Composition of the Appeals Committee

The Appeals Committee shall consist of at least three members appointed by the Board. Every effort is to be made to ensure that there is no reasonable likelihood of bias on the part of any member of the Appeals Committee.

Hearings

Appeals Committee hearings are to be conducted in a professional manner while according courtesy, respect and consideration to all participants. Hearings are to be conducted *in camera* with no electronic recording devices permitted. The Chair shall remind the hearing that the academic, safety or discipline issue at hand concerns a decision made by the School, not by an employee. Accordingly, there is no place in the hearing for personalizing the matter to any individual.

At the hearing, the Appeals Committee will consider written and oral submissions from the parties involved in the dispute. The parent/guardian and/or student is expected to be his or her own spokesperson. In cases where there may be extenuating circumstances that compromise the parent/guardian and/or student ability as spokesperson, a written request for an alternative spokesperson may be made to the Chair of the Appeals Committee, who may accept or reject the request.

The employee will be afforded the opportunity to provide the Appeals Committee with a written response to the appeal.

Appeals Committee Timeline

The decision of the School Board shall be final and shall be promptly conveyed, in writing, by the Secretary-Treasurer, to the student and/or parent/guardian bringing the appeal as well as to the employee whose decision was appealed. They have a right to have their concerns dealt with quickly and without undue delay. The timeline provided here outlines the maximum length of time it should take for the appellant to receive an Appeals Committee decision.

Within ten business days of receiving the request for appeal, the Board shall select three people to sit on an Appeals Committee.

The decision of the Board shall be final and shall be promptly conveyed, (within 7 days of the Hearing) in writing, by the Secretary, the student and/or parent/guardian bringing the appeal as well as to the employee whose decision was appealed.

The Board may refuse to hear an appeal where the appeal has not been commenced within one week from the date on which the student/parent/guardian became aware of the decision; or the student and/or parent/guardian has refused or neglected to discuss the decision under appeal with person(s) directed by the School Board or its designate; or the decision does not significantly affect the education, health or safety of the students.

PRIVACY COMMITMENT

Island Pacific School is committed to protecting the privacy of personal information. When parents, students or other individuals provide personal information to the school, such as names, addresses and telephone numbers, it is shared with the Island Pacific School, staff, faculty, parents advisory council and parent volunteers so that we may communicate with you.

During the course of projects and activities, including school registration, personal information gathered is used to deliver services, keep you up to date on the activities at Island Pacific School, including programmes, services, special events, fundraising needs, opportunities to volunteer or to give, and keep you informed through publications.

Island Pacific School places great value on community and public trust; therefore, transparency and accountability in using and sharing personal information are extremely important. For the

purposes of admissions and/or Ministry required record keeping, we keep records of names, addresses and telephone numbers, along with other personal information that are publicly available or provided through interactions with Island Pacific School staff, volunteers and community members. Personal information gathered by Island Pacific School is kept in confidence and under no circumstances is it rented, sold or given to any organization outside the school.

The school stores personal information on a confidential database and in secure files located on-site at Island Pacific School. Access to this information is restricted to authorized staff and volunteers, who have been trained in dealing with information in accordance with our privacy standards and who have signed a confidentiality agreement.

ANTI-BULLYING AND HARRASSMENT POLICY

(October 3, 2016)

The safety and well being of the students at Island Pacific School is of high importance. Children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. Island Pacific School will continuously develop strategies to make students feel valued, respected and connected within the 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, region, sexual orientation or gender identity and expression, while remaining consistent with Island Pacific School's values, philosophy and culture.

What is Bullying?

Bullying is not normal peer conflict such as quarrelling or fighting. Bullying is a willful and deliberate act of physical, verbal or relational aggression that involves an abuse of power and the intent to hurt others. This act is usually repetitive and carried out by one or more people against another person or group.

Bullying can take on the following forms:

Verbal:

Persistent taunting or hurtful teasing of others with put-downs and name-calling;

- Mocking or ridiculing another person's ideas, appearance, abilities or work;
- Making offensive or degrading remarks or claims about another's culture (racism), gender (sexism), sexual orientation (homophobia), gender identity or expression, religion or social background;
- Spreading false and malicious rumours or gossip;
- Uttering sexually suggestive or sexually abusive comments;
- Forcing others to do something;
- Making threats, scaring or intimidating others, including behaviours such as extortion of money or possessions;
- Hurtful, offensive and/or threatening gestures, notes and graffiti;
- Intimidating or harassing messages delivered via telephone, voice mail, text messaging, chat rooms, instant messaging (i.e. Facebook, Text Messengers, SnapChat, etc.), email, websites, online bulletin boards (BBS) or any other new communications tools.

Physical:

- Any form of physical violence such as hitting, slapping, biting, choking, pulling, pushing, scratching, tripping, kicking, pinching and spitting;
- Unwanted physical contact such as touching;
- Interfering with, taking or damaging the belongings of others.

Relational:

- Attacking a person's sense of self-worth through repeated ignoring, rejecting, isolating, or excluding;
- Shunning others which involves both exclusion and rumour spreading;
- Forcing others to do something;
- Purposefully manipulating and/or ruining relationships.

Sexual Bullying:

Flirting is a normal behaviour for youth. Sexual bullying, on the other hand, is a form of harassment in which the target receives unwanted sexual attention that makes the recipient feel embarrassed, demeaned, threatened, humiliated or uncomfortable. It is an attack on the dignity of the target. Although usually directed at girls, the target can be male or female. It includes obscene gestures or communications (which include messages via e-mail, text messaging and other new technologies), remarks about a person's body, sexual demands, suggestive statements, inappropriate touching and other types of physical interference.

This form of bullying is a serious violation of the IPS Membership Charter. It can also be classified in legal terms as sexual harassment or sexual assault (when unwanted touching is involved) and can result in criminal charges.

Online and Text Bullying:

The world of information technology has opened up another potent medium for bullying via devices such as voice mail, e-mail, text messaging, instant messaging, online bulletin boards, chat rooms and websites. In particular, malevolent behaviours such as cyber stalking, threats and harassment have become quite frequent amongst youth today. The power behind such mediums rests in the very invasive and impersonal nature of new technologies that allows for intimate communication, which, at the same time, maintains the anonymity of the digital bully. It also provides the potential for vast audiences of virtual bystanders and onlookers, and denies the option of reciprocal interaction between the bully and the bullies, further removing the possibility of empathy and assertive responses by the target.

Harassment and Discrimination

The Anti-Bullying Policy also encompasses offences of harassment and discrimination. Harassment is defined as repeated unwelcome behaviour towards another person, which includes conduct that the harasser knows, or should reasonably know, is unwelcome by the recipient. Harassment may include unwanted physical contact, behaviour or comments including jokes, innuendo or online messages. Discrimination is the unfair treatment or disrespect of another person or group based on factors such as culture, gender, gender identity or expression, religion, ability, body type, sexual orientation, age, economic status and background.

It is important to understand that bullying is not limited to the examples listed above. As well, its different manifestations may entail a combination of these forms. Bullying is an unacceptable antisocial behaviour. When left unrestrained, it can crossover into criminal behaviour such as theft, assault, defamation, harassment and intimidation, the uttering serious threats, and sexual abuse.

Island Pacific School Does Not Tolerate Bullying

Island Pacific School takes the issue of bullying very seriously. Bullying is a cruel and abusive antisocial behaviour that is harmful to everyone. Island Pacific School does not tolerate bullying by anyone or in any way; all members of the Island Pacific School community have the right not to be bullied and to flourish in a safe, caring and positive learning environment.

As a community, we are committed to thoroughly investigating and resolving all cases of bullying in a firm, judicious and caring manner with support from the students, staff and parents. All suspected cases of bullying will be looked into by the school's Erase Bullying Coordinator, Head of School and/or Assistant Head and relevant teacher(s). Bystanders and onlookers will also be considered in terms of culpability. The inquiry will be conducted in a sensitive and confidential manner in consultation with appropriate students, parents and staff. Ensuring the safety and well-being of our students will be our first priority. Student and parent concerns regarding student safety will be taken very seriously, and action will be taken to resolve these concerns.

Consequences: IPS Discipline Interventions and Supports

Incidents of bullying will be dealt within the context of the IPS Discipline & Interventions Progression (Policy 302.10). These might take place at levels 2 through 5 and will likely entail the following interventions and/or consequences. These consequences will take into account the student's age, maturity and special needs, if any. Furthermore, Island Pacific School will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the policy.

Level 2 Problematic 1-to-1 Conference with the staff member who witnesses the event

Level 3 Serious Meeting with Head of School (or designate) with context-specific consequences

Level 4 Very Serious School Suspension

Level 5 Unacceptable School Expulsion

In certain cases of relational conflict, a collaborative “no-blame approach” may be used with a focus on communication, understanding and resolution. Additional probationary consequences for bullying may include mandatory counseling, special restrictions on social interactions with peers, and regular monitoring and mentoring. A restorative healing process may also be implemented under the guidance of the students involved, parents, and Head of School.

The target(s) of bullying may also receive a variety of support including strategies such as peer buddies, counseling, conflict resolution and social skill training, mentoring and monitoring.

Violent Threat Risk Assessment (VTRA)

In the event of a threat of violence a VTRA (Violent Threat Risk Assessment) report will be documented and action taken accordingly. VTRA is detailed in *Basic Threat and Risk Assessment Training Guide* produced by Erase Bullying, BC Ministry of Education and Safer Schools Together.

The VTRA investigation team would include the Head and Assistant Head of School and may also include local RCMP.

DISCRIMINATION PROTECTION POLICY

(September 30, 2016)

Overview

The safety and well being of children at Island Pacific School is of paramount consideration. Children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. Therefore, Island Pacific School will ensure that children attending the school will experience a learning environment that enables every child to feel safe, accepted and respected.

Island Pacific School will continuously develop strategies to make students feel valued, respected and connected within the 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, while remaining consistent with the independent school's faith-values, cultural perspectives and philosophical values.

Building a School Community

There are many strategies and activities that can be employed within a school to enable students to feel safe, accepted and respected. The following suggestions are provided to facilitate a conversation on strengthening the learning environment for children.

- Engage students in the decision-making process of policies and activities that build community
- Engage parents in the educational program and school life of their children
- Encourage parents to share their culture and expectations
- Promote open communication among administrators, teachers, staff, students, families and communities
- Be proactive in connecting with students that are experiencing academic or social issues
- Communicate expectations, values and norms that support positive health and academic behaviour in the school community
- Acknowledge students by name
- Be visible within the school during class transitions, breaks, before/after school
- Find ways to acknowledge students for their contributions in the school community, including those where improvement comes only in small increments.