Dasmesh Punjabi School

Policy Manual

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Guiding Statements

Values are something that form the core foundation of our school, our students, faculty and the community at large. Our staff, faculty and students work together to ensure developing a lifestyle and outlook that adhere to our core values and beliefs.

Our Mission

Creating a safe and healthy environment for quality education and heritage preservation

Our Motto

Deh Shiva bar mohe-ehai shubh karman te kab hun na taro
God, grant me the strength never to hesitate from what is positive

Our Core Values

Respect, Responsibility, Courage, Service, Empathy, Integrity

Definitions

The following definitions will be used in this document:
“DPS” or the “School”: Dasmesh Punjabi School
“Parent”: Parent(s) or Guardians(s) of a DPS student.

Section A - Mandated Policies

Admissions Policy

Top

Dasmesh Punjabi School:

- Is a Group-1 K-12 independent school with a strong academic focus
- Has a core curriculum that is BC Ministry of Education-prescribed
- Is foundationally a traditional school
- Has a policy for no-drugs, no-drinking, no-smoking, and no-meat
- Has a Uniform Policy
- Has a daily Sikh Studies assembly block and moral and character development programs
- Fosters respect for self, the earth, and others
- Offers a full-day Kindergarten with a strong focus on English Language Arts development
- Offers the Open Court Phonics Language Program for its K-Grade 3 students
- Believes in early intervention and has 3L's Program for language, learning, and literacy in the primary grades and ELL program from K-12
- Offers Punjabi as a second language program from K-12. Students complete grade 12 Punjabi while they are in grade 10.
- Offers Shabad Kirtan as an additional area of heritage instruction to K-10 grades.
- Offers core French from Kindergarten through Grade 7.
- Is a college and university prep school for Grad Program (Gr. 10-12) students
- Is dedicated to the memory of Guru Gobind Singh Ji

Admission for Kindergarten

- Registration Timelines: First Two School Weeks of January
- Starts every year in the month of Guru Gobind Singh Ji's birthday
- Is on a first-come-first-served basis
- Must be done before or by the cut-off date, as places fill up fast
- Forms are to be collected from the School Office in December and January every year
- Collect Tuition Schedule from School Office for full fee information
- Siblings of our current students or alumni family members are given priority admission

Requirements for Valid Registration:

- A completed and signed Registration Form along with Form A (Legal Residency of Parents), Form B (Photo Release & Computer/Internet Access) and Form C (School Bus Discipline).
- A Copy of Child's Birth Certificate and Child's Medical Card
- Both parents' Citizenship Cards/PR Cards/Immigrant Visas (if single parent-legal document of separation)
- A non-refundable & non-transferable, Registration Fee of $ 400
- (a cheque; no cash) payable to Dasmesh Punjabi Educational Association.

Orientation Session:

- A Kindergarten Orientation will be held in May
- Specific times/dates/location will be communicated directly to those families who have registered their children for kindergarten

Admission for Grades 1 - 12

Returning Students:

- Have priority for registration, on a first-come-first-served basis.
- Must register no later than the end of February.
- Take home Registration Forms (2nd week of January) issued by the Office to parents
- May not be admitted if the deadline is missed and class is full.
- May be denied readmission if they have a serious misbehaviour record.
- Registrations for returning students will be considered valid when accompanied by a cheque of $400 (non-refundable & non-transferable Registration Fee) payable to Dasmesh Punjabi Educational Association (non- tax deductible receipt)

New Student Registration:

- Will only be done if there are available vacancies
- Will be done after the Returning Student Registration is completed
- Is dependent on a reference check conducted by the Principal, the submission of the most recent report card and the final report card from the previous school year, and tests by a committee of subject teachers if required.
- For new students, registration conditions are the same as that for kindergarten students.
- Parents must disclose any major discipline history, Individual Education Plans (IEPs), or educational psychology assessments. The school will not register a student until all required documentation and fees have been received.
- Student placement in specific classes for Grades K -12 will be dependent on Best Practices Guidelines for education (not on parent requests).

Fees / Expenses / Donations

- All donations and fees are non-refundable and non-transferable.
- An information letter from the Board of Directors, with fee and donation details is sent out to parents before registration every year
- Other expenses include school uniform, sports uniform, field trips, special trips, sports activity/game fees, school yearbook, student agenda and consumable books
- Throughout the year, there will also be a variety of opportunities for parents to support students and the school. These include: festival celebrations, fundraising, food for the local food bank, terry Fox Run etc.

For more information, please contact the school office at (604) 826 1666

Anaphylactic Policy

Top

DPS recognizes that there are some students within the school that might be susceptible to

severe anaphylactic reactions which could be life-threatening. DPS also recognizes that anaphylaxis management is a shared responsibility among allergic students, parents, guardians, and the entire school community.

While DPS cannot guarantee an 100% allergen-free environment, we are committed to the principle of providing as safe a learning and teaching environment as possible for our students, staff and volunteers without imposing unreasonable restrictions on other students, and while ensuring normal interactions can occur for those with anaphylaxis.

Identifying Students with Anaphylaxis

Upon registration, DPS requires parents/guardians to provide detailed information on any medical conditions affecting their child, including whether the child has received a medical diagnosis of anaphylaxis. This will be recorded and updated on the student's record annually (as per the Student Records Policy).

It is the responsibility of the parent/guardian to:

- Inform the school of any anaphylaxis diagnoses related to the child
- Promptly complete medical forms, providing a description of the allergy, emergency contacts, emergency procedures, and permission for staff to administer aid and medication
- Provide DPS information about significant changes regarding their child at the beginning of each school year

Medical Bracelets

It is highly recommended that students prone to anaphylaxis wear medical identifying information such as MedicAlert® bracelets. Clear identification of the condition can not only help to prevent accidental exposure to allergens, but can also indicate if the student is accompanied by an epinephrine auto-injector such as an Epipen or Anapen.

Record Maintenance – Monitoring and Reporting

It is the role of the Principal or Executive Director to collect and maintain records on student's life-threatening medical conditions, and to perform annual reviews on that information as part of the Permanent Student Record. In addition, for each identified anaphylactic student, DPS Principal or Executive Director must keep a Student Emergency Procedure Plan on file, which contain the following information:

- Student-level information: name, contact information, diagnosis and symptoms, emergency response measures
- School-level information: emergency procedures, emergency treatment, emergency contacts
- Physician-level information: student's diagnosis, medication, physician's signature

Student-Level Emergency Procedure Plan

DPS requires that parents and students meet with designated staff before the start of each year to establish a Student Emergency Procedure Plan for each student prone to anaphylaxis.

The document must be signed by a physician and the student's Parents, and upon consent of the Parents, displayed in food consumption areas.

The Student Emergency Procedure Plan includes:

- Details of the diagnoses
- Treatment administration regimens
- Who needs to be informed about the emergency procedure plan, such as teachers, classmates, service providers, etc.
- Updated emergency contact information for the student's parents
- An agreement binding those exposed to the student's personal health information to maintain confidentiality outside of emergency situations
- Information notifying parents of their duty to report to DPS any changes concerning the student's condition
- Information regarding DPS's responsibility for updating records.

School-Level Emergency Procedure Plan

The School-Level Emergency Procedure Plan administered by DPS includes the following Measures:

1. At the first sign of a reaction, administer epinephrine. Record the time of administration.
2. If epinephrine was needed, call 9-1-1.
3. Contact the student's parent or guardian. If symptoms have not improved after the first dose of epinephrine (e.g., the reaction is continuing, reoccurring, or worsening), only then administer another dose within 10-15 minutes of initial dose (if available).
4. Upon administration of the initial auto-injector dose, the student must be immediately transported via ambulance to a hospital due to the temporary effects of the auto-injector, and the potential for anaphylaxis to re-emerge.
5. The anaphylactic student shall not be left unattended. At minimum one person will stay with the student.

Emergency Response Plans for Field Trips

Field trips organised by DPS still require that all appropriate measures of care are taken with regards to student safety. It is the responsibility of the Principal or a staff member designated by the Principal to ensure that staff are adequately prepared to take on emergency procedures beyond the school environment. This might include bringing extra single-use epinephrine Auto-injectors.

DPS takes the following precautions when field trips are attended by individuals prone to anaphylactic reactions:

- Bringing a cellular phone in case of the need to reach emergency contacts;
- Bringing the Emergency Plan pertaining to one or more students' Anaphylaxis Information;
- Bringing additional Epi-pens in case of the need for more than one dose per student or between individual students;
- Informing all adults about which students may have an anaphylactic reaction and the

whereabouts of the auto-injector pens

Collecting and Storing Medication

DPS requires parents to provide appropriate medication for their anaphylactic child, informing DPS as to where they are to be located, such as on the student's person, in their classroom(s), and/or other locations. In addition, it is the role of the Parent to deem the student capable of carrying their own medication/epinephrine. If deemed capable by the parents, it is also their responsibility to provide detailed and specific instructions about carrying and using the medication. DPS will endeavour to communicate with families about expired or expiring medications, however, parents are responsible for ensuring that medications have not expired, that expired medications are replaced, and that extra medication to be stored in a safe and easily-accessible location on site is provided.

Students who are at risk of anaphylaxis should carry one single-dose single-use auto-injector on their person at all times, with a backup stored in an easily-accessible location within the school. Students deemed incapable of self-carry by their Parents or the School will have their auto-injector stored in a designated, easily-accessible location that is known to all staff members and the anaphylactic student's parents/guardians.

DPS Anaphylaxis Protection Training Program

DPS hosts an anaphylaxis and anaphylactic shock training session at the beginning of each school year for all staff and personnel reasonably expected to have supervisory responsibility of the students.

The training sessions will include: signs and symptoms of anaphylaxis; common allergens; avoidance strategies; emergency protocols; how to use the epinephrine auto-injector; identification of at-risk students; emergency plans; and method of communication with and strategies to educate and raise awareness of parents, students, employees and volunteers about anaphylaxis.

Appeals and Procedural Fairness Policy

Top

This policy has been developed in accordance with the guidelines, "PROCEDURAL FAIRNESS BEST PRACTICE GUIDELINES FOR INDEPENDENT SCHOOLS". It is intended to provide students and their parents with procedural "fairness" in the appeal of any decision made by a teacher, administrator or the Board of Dasmesh Punjabi School as it relates to the educational welfare of students at the school.

Decision-making Procedures

This procedure pertains to decisions affecting a student's rights, such as admissions decisions, grading disputes, suspension from the school, etc. The decision-making procedure is as follows:

- DPS will inform the student and parent(s)/guardian(s) if it is making a decision affecting a student's rights, such as suspension from the school.
- After notice is given, but before a decision is made, the student and parent(s)/guardian(s) will be given an opportunity, encompassing a reasonable time window, to respond and provide additional information.

    - The form and length of this provision depends on the seriousness of the issue at hand. For example, if a student is briefly rude in violation of DPS's code of conduct, the teacher present can verbally ask them to explain themselves at that time. On the other hand, if expulsion from the school is being considered, a longer feedback window is required, and the response or additional evidence should be given in writing and/or in a formal hearing.
- Once a decision is made, the student and parent(s)/guardian(s) will be informed of the rationale for the decision.

Appeal Procedures

In exceptional cases, after the above process concludes, the student and parent(s)/guardian(s) may choose to appeal the decision. The steps of the appeal process at DPS are as follows, with the appeal escalating to the next step if consensus cannot be reached in each case.

1. Appeal to the decision-maker, e.g. the teacher whose class the issue at hand stems from.
2. Appeal to the Principal, if different from the person in Step 1.
3. Appeal to the School's Board of Directors.
4. A mediator will be selected, by mutual agreement, to the appeal. The mediator will make a final report to the Board for subsequent consideration.

Bias Reduction

At each stage, the representatives of the School will make best efforts towards a fair and unbiased decision regarding the matter at hand. During decision-making and appeal processes, DPS decision-makers will adhere to the following guidelines:

- When selecting persons to hear a case or an appeal of a decision, avoid those who have any possible conflict of interest such as a close out-of-school relationship, family ties or adversarial relationship with the student or student's family, or a staff member who is closely involved in the incident.
- If a person (e.g., Principal, staff member or committee member) has made a previous decision, or has been a member of a committee that has made a previous decision, that now is under appeal, such a person should only participate in the appeal for the purpose of providing testimony. Such a person should not participate in decision-making at appeal levels.
- An appeal-hearing committee should not consider evidence that will not be shared with the other party in the dispute.

Anti-Smoking (Banned Substances) Policy Top

Scope and Core Principle

Dasmesh Punjabi School and its entire campus are designated as **"Banned Substances Free Zones."** This policy applies to all students, staff, and visitors.

Banned Substances include, but are not limited to:

- Tobacco (including cigarettes and chewing tobacco)
- Derivative Vapour Products (e.g., electronic cigarettes and all vaping paraphernalia, regardless of content)
- Alcohol
- Illegal Drugs (including marijuana)

No individual is permitted to bring, use, or possess any banned substance on school property or during school-sanctioned events.

Consequences for Students: Smoking and Vaping Protocol

This protocol outlines the consequences for students found in violation of the policy regarding **smoking products, vaping products, or related paraphernalia.**

We approach student infractions with the understanding that young people make mistakes, are subject to influence, and can ultimately learn from these experiences to grow into responsible individuals who reflect our core school values. Maintaining a smoke-free campus is non-negotiable.

Infraction Definition: Zero Tolerance for Presence

An infraction occurs, and the specified consequences will be applied, if a student is found in any of the following situations:

1. **Using** smoking or vaping products.
2. **In possession** of smoking or vaping products (including any related paraphernalia).
3. **In the presence of other students** who are using or possessing smoking or vaping products. **A student's failure to immediately remove themselves from such a situation is considered an offense and will result in disciplinary action.**

First Offense: Corrective Suspension

A student committing a first infraction will face an **immediate suspension for fifteen (15) school days**.

- This suspension is levied **without the right to appeal**.
- The fifteen-day period serves as a crucial time for reflection, emphasizing character building and adherence to school standards.
- The student’s return to campus is contingent upon a mandatory meeting with their parents/guardians and school administration and school board to discuss future compliance and reinforce school expectations.

Second Offense: Non-Negotiable Expulsion

Any student who has previously served a suspension under this specific protocol and is subsequently found to have committed a second infraction will be subject to **immediate and permanent expulsion**.

- Due to the violation of trust and the need to uphold the integrity of our substance-free environment, this expulsion is **not subject to appeal**.

Consequences for Students: Alcohol and Illegal Drugs

Any student found to have brought **alcohol or illegal drugs** onto the school campus will be **suspended pending a formal hearing** with the Dasmesh Punjabi School Association Board.

- Parents/guardians are strongly encouraged to accompany their child to this hearing.
- The Board will determine the appropriate sanctions, which may include suspension, or up to and including expulsion.

Consequences for Staff and Visitors

Staff Members

Any staff member who brings banned substances onto the school campus will be **suspended pending a formal review** with the Dasmesh Punjabi School Association Board.

- The staff member has the option of representation during this review.
- The Board will rule on appropriate sanctions, which may include suspension, or up to and including dismissal.

Campus Visitors

Any visitor to the campus who brings banned substances onto the campus will be **immediately escorted from the campus**.

- The individual's name and vehicle license plate will be recorded and reported to The Abbotsford Police School Liaison Officer.
- If the visitor is a student from a local school, the Principal of that school will also be notified.

Policy Decisions and Appeal Process

All decisions made by the Board regarding staff, visitors, and students involved with **Alcohol or Illegal Drugs** are subject to the Dasmesh Punjabi School Association Board Appeal Process.

Crucially, decisions regarding the First Offense Suspension and the Second Offense Expulsion for Smoking and Vaping Products are final and are not subject to the Appeal Process.

Bullying Prevention and Harassment Policy Top

In accordance with the Bullying Prevention and Harassment Order from the Independent School Act, no proposed or existing DPS program will, in theory or in practice, promote or foster doctrines of:

a) racial or ethnic superiority or persecution,
b) religious intolerance or persecution,
c) social change through violent action, or,
d) sedition.

The School will strive to foster an environment in which students feel connected through the relationships that are created between students, staff, and parents that are part of the school community. The safety and wellbeing of children in DPS programs is our top priority. Children deserve to be protected from abuse, neglect, bullying, harm, and threat of harm. Therefore, the

School will ensure that students will experience a learning environment that enables every student to feel safe, accepted and welcome.

Safe School Coordinator and ERASE training

Per the Safe & Caring School Communities for Independent Schools Policy, the School shall designate a Safe School Coordinator, which shall be the Principal unless otherwise designated by the Principal. The Safe School Coordinator shall complete the Violence Threat Risk Assessment (VTRA) training (either Basic or Advanced) through the ERASE program offered by the Federation of Independent Schools Associations. In addition, a second school staff member shall also complete the Basic VTRA training until such a time as the School joins the Federation of Independent Schools Associations and gains access to the Association Safe School Coordinator. Additionally, until such a time as the School joins the Federation of Independent Schools Associations, one School staff member shall complete the Basic Digital Threat Assessment training. ERASE training shall be refreshed every 3 years.

Acceptable and Unacceptable Behaviours

There is zero tolerance for physical violence at DPS. This includes violence perpetrated by any DPS student or staff members towards any person in or outside of the school. There is likewise zero tolerance for non-physical violence, bullying, or harassment. Discrimination on the basis of any grounds, including gender, race, culture, religion, sexual orientation or gender identity will not be tolerated.

Examples of behaviour that contributes to creating a positive environment include:

- Using welcoming and inclusive language
- Being respectful of differing viewpoints and experiences
- Gracefully accepting constructive criticism
- Focusing on what is best for the community
- Showing empathy towards other community members
- Respecting others' wishes regarding how they would like to be addressed or referred to

Examples of unacceptable behaviour include:

- Verbal attacks, including insulting/derogatory comments, mocking, trolling
- Cyber-bullying, social media attacks
- Publishing others' private information without explicit permission ("doxxing")
- Attacking or mocking someone's race, culture, religion, sexual orientation or gender identity
- Contributing to an environment that is unsafe and not conducive to learning
- The use of sexualized language or imagery and unwelcome sexual attention or advances
- Damaging the personal belongings of others
- Physical violence
- Intimidation or threatening any of the unacceptable behaviours listed here

The above behaviours are unacceptable regardless of whether they occur at school, on a field

trip, other school-related activity, or fully outside of school; what happens outside of school impacts the school environment and DPS's students.

Acceptable behaviours are those that fit within the framework of a safe, welcoming, and inclusive school.

Consequences and Reporting

Students engaging in unacceptable behaviours will be subject to the consequences listed in the Student Discipline Policy, and may include loss of privileges, suspension, or, in severe cases, expulsion from the school.

If a DPS student needs to report an unacceptable behaviour such as bullying, they should do so to a teacher, or Vice-Principal. If a staff member needs to report an unacceptable behaviour such as bullying, they should do so to the Vice-Principal or Principal. If the complaint is regarding the Principal, it should be reported to the Board of Directors; if the complaint is regarding the Board of Directors, it should be reported to the Principal. The names of the complainant(s) will be kept confidential from the person being reported unless the complainant gives permission for their name to be shared. In addition to this confidentiality measure, all reasonable steps will be taken to prevent retaliation against the complainant.

References

Safe & Caring School Communities - Independent Schools (B.C. Ministry of Education)

Harassment and Bullying Prevention Order (B.C. Independent School Act)

Cash Payment - School Fees and Refunds Top

Collection of Fees

Tuition is only collected for the upcoming School Year and not for subsequent years. Fees are collected at various times of the year and may cover or supplement such items as registration, supplies, field trips, and extracurricular events or courses. Fees are non-refundable unless otherwise specified per the Refunds policies below.

DPS will not collect fees unless its fee refund policy is posted online and in any relevant printed materials, e.g. a parent handbook.

Refunds: Withdrawal

Families requesting to withdraw from the program and to receive a refund of their tuition must do so in writing. Partial refunds of 65% will be given to families who withdraw from the program at least three (3) months prior to September 1st. Partial refunds of 25% will be given to families who withdraw between three (3) months and one (1) month prior to September 1st of that year. Partial refunds may be given to families beyond that point at the Board's discretion.

Anti Money Laundering / Cash Payments

All fee payments at DPS shall be via electronic payment methods or cheques from recognized Canadian financial institutions; cash payments of fees will not be accepted at DPS. Where there are grounds for suspicion regarding transactions or the source of proceeds, the School will enlist legal counsel and proceed in accordance with applicable laws and regulations.

References

Independent School Fee Refund Guidelines (B.C. Ministry of Education)
Anti-Money Laundering / Cash Payment (B.C. Ministry of Education)

Challenge and Equivalency (Graduation Program Credits) Policy

Top

Overview

Learning is a life-long activity. Students learn in a variety of ways, some of which take place outside B.C. or outside the regular secondary school program. Schools will grant credit towards graduation for learning that has been assessed and matches or exceeds provincial, national, or international standards.

Students enrolled with Dasmesh Punjabi School are entitled to receive credit towards graduation if they have earned a Ministry of Education-approved external credential. Some external credentials are categorised as Required Courses, and others as Electives. The Ministry of Education has sole authority to review and approve external credentials and assessments. They will provide an official list of these approved credentials and assessments to the School.

Credit restrictions may apply. It is the responsibility of schools to ensure that students do not receive double credit for credentials deemed equivalent.

The School Board may not charge students for external credential reviews.

Procedures

To apply for external credits, a student must first provide appropriate documentation that is proof of successful completion of the external assessment, course or program.
The documentation is to be submitted to the teacher/s in charge of GT or the Careers Counselor.
For reporting and transcript purposes, the School will assign all credits received as external credits either a letter grade and percentage or a Transfer Standing (TS).

References

B.C. Course Registry, http://www. bced.gov.bc.ca/policy/policies/earning_credit_through.htm for details, or look at the list published in the Ministry's online Course Registry.)

Earning Credit through Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Directed Studies
https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/earning-credit-through-equivalency-challenge-external-credentials-post-secondary-credit-and-independent-directed-studies

Child Abuse Prevention Policy

Top

DPS's Child Abuse Prevention Policy is informed by *Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse* and *The B.C. Handbook for Action on Child Abuse and Neglec*t, both created by the B.C. Ministry of Education.

Having policies and procedures in place to respond promptly and effectively to incidents of child abuse and neglect is a responsible approach to protecting students and families in DPS programs. The School aims to take a proactive approach to abuse and neglect related issues via the following guiding principles:

- The safety and well-being of children are the paramount considerations.
- Children are entitled to be protected from abuse, neglect, harm or threat of harm.
- The responsibility for the protection of children rests primarily with the parents or guardians.
- The above notwithstanding, the School plays an important role in the wellbeing of its students.

Suspected Child Abuse and/or Neglect

The following policy will be used when dealing with a suspected case of child abuse, in compliance with the Child, Family and Community Service Act:

1. The DPS Principal is designated by default as the "Appointed School Official (ASO)." All staff and volunteer personnel will be informed if a person other than the Principal has been named as the Appointed School Official. The Alternate ASO is the School Business Manager. The ASO is responsible for working with teachers to determine whether a child has been harmed by someone who works or volunteers at the school, or works on contract for the school.
2. Any school personnel who suspect or have information that a child is being abused or at risk of being abused, must promptly contact the Ministry of Children and Family Development (MCFD) or the Aboriginal Child and Family Services Agency and the Appointed School Official. If the Appointed School Official is the alleged abuser, then school personnel, after reporting to the previously mentioned agencies, will report to the Alternate ASO, and the ASO will not have a role in the process.
3. If any staff member believes that a child has been or is likely to be physically harmed, sexually abused or exploited, or neglected by another person, the staff member must report this to a Child Welfare Worker under the Child, Family and Community Services Act. The legal duty to report overrides any duty of confidentiality.
4. If any staff member believes a child is in immediate danger of harm, they shall call 9-1-1.
5. The school will protect personal information regarding the investigation, including the reporter's identity, against improper or unauthorised disclosure or use. School personnel should not share information with outside agencies about child abuse investigations,

particularly if the police are involved.
6. The Appointed School Official will ensure that the school environment is safe during any investigation.
7. School staff will cooperate with any investigations regarding alleged child abuse.

Prevention Measures at the School

To mitigate the risk of harm to children at the School by staff members of the School, the following policies shall be adhered to:

- All staff working in the school shall undergo a criminal record check before they commence their employment at the school. (For teaching staff this is part of the certification process, so this policy generally pertains to non-teaching staff.)
- All staff working in the school shall be directed to familiarise themselves with The B.C. Handbook for Action on Child Abuse and Neglect prior to the start of their employment with the school.
- Staff and students shall not develop inappropriate personal relationships. An example of an inappropriate personal relationship is daily private interactions that do not pertain to courses and activities offered by the School, regardless of whether said interactions are in-person, over messaging applications, or social media, etc.
- DPS staff shall not make sexual remarks or jokes in the presence of, or directed at, students.
- Romantic or sexual relationships between DPS staff and students are strictly forbidden.

Procedure for Suspected Child Abuse

In the event of suspected child abuse and/or neglect, the individual learning of or suspecting abuse and/or neglect will contact one or more of the following agencies: Ministry of Children and Family Development (MCFD), the Delegated Aboriginal Child and Family Services Agencies (DACFSA), the Police if the child is in immediate danger and/or when a criminal offence is suspected. In a case where the disclosure suggests that the child is in immediate danger, the child is kept at the school until the police arrive.

If a child is in immediate danger, or if a criminal offence has occurred, is occurring, or is likely to occur, call the police. Make a report to the child welfare worker at MCFD after you have called the police.

If the child is not in immediate danger, but you have reason to believe that he or she has been or is likely to be abused or neglected, call a local child welfare worker at MCFD. Contact information is listed below. If it is after hours and you are not sure whom to call, phone the Helpline for Children toll free at 310-1234 (no area code) any time of day or night from anywhere in BC.

The following contact information can be used in reporting suspected abuse:

- Ministry of Children and Family Development: 604 981 0008
- Delegated Aboriginal Child and Family Service Agency: 604 872 6723
- After hours calls to MCFD or DACFSA: 604 660 4927

To report that a child is in immediate danger and/or a criminal offence against a child has been or is likely to be committed, please call the Abbotsford Police Department at 604 859 5225.

If a staff member reports suspected abuse to the MCFD or DACFSA they shall notify the Principal to the extent permitted by confidentiality law. If the report involves the Principal, the report shall be made to the Executive Director. The Principal and/or Executive Director shall notify the Board of Directors upon receiving any such notice.

Educational/Learning Resource Policy

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This policy sets out how learning resources are chosen at DPS. Learning resources are texts, videos, software, and instructional materials that teachers use in the course of instruction. This policy only governs learning resources from an educational perspective; for learning resources with budgetary impact, these budgetary decisions must be made separately following the general DPS procedures for expenses.

DPS's Mission Statement for Teachers is, *"To support you in doing work you are proud of, understanding that this will sometimes be with support and resources, and at other times with trust and autonomy."* This policy must balance the importance of selecting appropriate learning resources with respecting the autonomy of teachers as skilled educators.

Approval Process: Single-use Resources

For single-use resources, such as an article that a DPS teacher asks a student to read, or a video clip to watch, the teacher may use this resource at their own discretion, provided that the resource meets the efficacy, accessibility, appropriateness and licensing criteria described below. If the teacher is unsure about whether the single-use learning resource satisfies the approval criteria, they must initiate the recurring-use approval process below

Approval Process: Recurring-use Resources

For recurring-use resources, such as textbooks or educational software to be used for an entire course, DPS teachers shall consult a committee appointed by the Principal for review of the educational resources. The Principal will strive to include a subject matter expert on the committee, with expertise pertinent to the resources in question. In seeking review, the proposing teacher should provide the committee with an explanation of why the proposed learning resource meets the efficacy, accessibility, appropriateness and licensing criteria outlined below.

Approval Criteria: Efficacy

Learning resources used at DPS should be relevant and effective to the learning objectives at hand. The following criteria should apply to DPS learning resources:

- Is the learning resource accurate and up-to-date? For example, learning resources containing factual errors should not be used.
- Is the learning resource well-aligned with one or more of the curriculum objectives?
- Is the learning resource at a level of sophistication that would benefit the students? For

example, a learning resource that is vastly too simple or vastly too complex for the student body should not be adopted unless its simplicity or complexity is germane to the educational strategy it would be supporting.
- Is the learning resource compatible with the pedagogical values of the school?
- Does the learning resource add a new perspective not already fully addressed by existing learning resources?

Approval Criteria: Accessibility

- Will the learning resource be accessible by all students? For example, if the learning resource is a book, is it possible to provide all students with a copy?
- Is the learning resource written/spoken/usable in DPS's language of instruction, namely English? (An exception is made for Languages courses' textbooks.)
- Are there mitigation strategies in place for any foreseeable accessibility issues given the student body, such as visual resources for students with sight impairments, or auditory resources for students with auditory impairments?

Approval Criteria: Appropriateness

Learning resources at DPS should be appropriate for the DPS students using the learning resources. The following criteria should apply to DPS learning resources:

- Is the learning resource in line with the social values of the school and our society at large? For example, a learning resource with a bigoted or discriminatory perspective would not be in line with the values of the school and may not be used.
- Is the learning resource age-appropriate? For example, a learning resource portraying sex or violence may not be age-appropriate, especially for grade 8/9 students.
- Can we be confident that using the learning resource would not put the students at risk of negative psychological impacts?

Approval Criteria: Licensing

DPS shall use learning resources in accordance with copyright law. The following criterion should apply to DPS learning resources:

- Does DPS have the appropriate licence/permission to share the learning resource with students? Special attention should be paid when redistributing materials.

Re-Evaluation

Approval of a learning resource will hold for a duration of 2 years; thus, an approved learning resource shall be re-evaluated every 2 years.

Educational Resource Appeals Process

If a member of the DPS community wishes to challenge the use of an approved learning resource, the challenge must be made in writing to the Principal, identifying the learning resource and stating the reason why the resource(s) may not be suitable. Examples of acceptable reasons include concerns about the accuracy, difficulty level, or relevance of the resource. An example of an unacceptable reason is objecting to resources that are not

consistent with certain discriminatory beliefs or values. The procedure for challenging the use of learning resources shall follow the *Appeals and Procedural Fairness Policy.*

References

FISA Independent School Resources Policy Template (Federation of Independent Schools Associations)

Emergency Policies

Top

Safety of students and staff is of paramount importance at DPS. This emergency policy and procedures document guides staff and student preparation and response. Knowing how to respond during a crisis helps everyone remain calm, understand their role, and act as safely and efficiently as possible.

The School will take every action to minimise the likelihood of emergencies by examining all hazards to avoid or lessen their impact. This includes assessing and addressing facilities, security, and the culture and climate of the school through policy and curricula.

Evacuation/Relocation

Evacuation procedures are used when conditions are unsafe inside the school and safer outside of the school. When implementing evacuation procedures, DPS staff will:

- If the evacuation is due to a fire, activate the fire alarm
- Announce the evacuation
- Specify any changes to the default evacuation routes based on the specific emergency
- Take the class roster and emergency go-kit from its designated area
- Assist those needing special assistance
- Go to designated outside assembly area
- Monitor the situation and provide updates and additional instructions as needed
- Announce the “all clear” signal once it is safe to re-enter the building

DPS staff will not:

- Lock classroom doors when leaving
- Stop for student or staff belongings
- Use the elevator

Once outside the building, DPS staff will:

- Check for injuries
- Account for all students
- Immediately report any missing, extra or injured students to school administration
- Continue to manage students
- Wait for additional instructions

Bomb Threats

In the event of a bomb threat, DPS staff will:

- Call 9-1-1

- If the bomb threat is made by phone, record any possibly identifying information about the caller
- If it is deemed that there is a credible risk, commence evacuation of the building following the evacuation procedures outlined above

DPS staff and students will:
- Remain calm
- Check for injuries

Earthquake

If an earthquake occurs, DPS staff and students will:

- Stay inside
- Get under a desk or table and hold on. Cover head and torso to prevent being hit by falling objects. Face away from windows. Hold on to the desk or table. Be prepared to move with the desk or table until the shaking has finished
- If in a wheelchair, lock the wheels and protect the back of head and neck
- Once the all-clear is given, evacuate the building

DPS staff and students will **avoid** these areas:

- Doorways
- Windows, bookcases, tall furniture and light fixtures
- Elevators

Lockdown

Lockdown procedures are used to protect staff and students from potential dangers in the building (e.g., intruders) or external dangers that may enter the school. When implementing lockdown procedures, DPS staff will:

- Announce the lockdown multiple times in clear and direct language
- Call 9-1-1
- Direct all students, staff, and visitors to the nearest classroom or secured space
- Notify any staff and/or students outside the school to not enter the school
- Assist those with special needs accommodations
- Direct students to stay away from doors and windows
- Direct students to stay quiet
- Announce “all clear” signal when threat has ceased as authorised by law enforcement

DPS staff will not:
- Leave the building
- Open the door

Medical Emergency

In the event a non-responsive person or life-threatening injury or illness, DPS staff will:
- Check victim for medical alert bracelet or necklace

- If the medical emergency is due to an allergic reaction, follow the protocols within the *Anaphylactic Policy* (above)
- Call 9-1-1
- Notify school administration
- Seek out the DPS staff member(s) with first-aid training
- Notify victim(s) parents, legal guardians or emergency contact
- Disperse onlookers and keep others from congregating in the area
- Ensure someone (e.g. staff, student) meets and directs first responders
- If needed, assign a staff member to accompany victim(s) to the hospital

DPS staff will not:

- Attempt to provide first aid for which they are not adequately trained.
- Attempt to move the victim(s), especially if they suspect a head or neck injury, unless safety is a concern.

As a preventative safety measure, at least one person in any DPS facility will have a First Aid Certification, including training with EpiPen use.

Reporting

For major emergencies or disasters, the School shall report the incident to the Ministry of Education.

Emergency Drills

School personnel will conduct emergency drills on a regular basis to maintain readiness for Emergencies:

- Students and staff will conduct at least 6 fire drills per year, with one of them occurring in September.
- Students and staff will conduct at least 3 earthquake drills per year, with one of them occurring in September.
- Students and staff will conduct at least 2 lockdown drills per year, with one of them occurring in September.
- Staff will conduct at least 1 medical emergency drill per year.

Training

Each year in September, before the first emergency drill, all DPS staff will participate in a training session to ensure all staff members are familiar with the process that will be followed when a drill is called for.

References

Earthquakes - What to Do? (Government of Canada)
Integrated Response Plan for Catastrophic Earthquake (B.C. Ministry of Education)
Emergency Management Planning Guide for Schools, Districts, and Authorities (Federation of Independent Schools Associations)
Emergency Management Planning Guide for Schools, Districts, and Authorities: Supplement for

Field Trip Policy

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Excursions beyond the school campus provide exciting opportunities for students to learn in community settings. Teachers are encouraged to take advantage of these opportunities. The general process for planning and executing Field Trips is outlined below.

Procedures

1. Submit a formal request to the Principal no less than two weeks before the planned date of the field trip.
2. Include a copy of the Field Trip Permission Form that is going to be distributed to parents after the approval for the field trip is given with your request for permission to take your students on a field trip. The Permission Form should outline the proposed activities, curricular/core competencies involved, present a tentative timeline and specify any student costs or other requirements.
3. Make certain that any funds collected from students are properly secured and deposited with Mrs. Dhaliwal in the office before the field trip occurs.
4. Seek concurrent approval from the school Business Manager for the booking of a school bus. Please remember when planning your field trips that buses cannot leave the school before 8:30 AM and must return to school by 2:30 PM.
5. If you are going to be using Parent supervisors on the Field Trip, orient them so that they understand your expectations.
6. Take a complete list of students who will be travelling with you (complete with student home contact phone numbers) and check attendance several times during the excursion.
7. Contact the school if you encounter any issues or emergencies that might require administrative intervention or support.
8. The Student Code of Conduct regulates student deportment on all field trips or extracurricular travel. Review this code with all participants.
9. Generally, there should be one supervisor for ten primary students; one supervisor for every fifteen intermediate students; and one supervisor for every twenty secondary students.

Communication to Parents - Informed Consent

The written informed consent of parents/guardians is required for participation of students in all field trips. A full description of the field trip must be provided to parents/guardians in writing and must address:

- How the field trip supplements the educational program
- Notice that the field trip is optional, and that arrangements will be made for students who are not participating
- Description of supervisors: teachers, employees of the Board, and other adult volunteers, along with contact information
- Transportation and accommodation arrangements
- Itinerary consisting of date(s), departure and return times and schedule of planned activities

- Description of planned activities and levels of direct and indirect supervision
- Description of inherent risks and potential consequences
- Assessment of student skills and abilities as pertaining to the field trip activity (if applicable)
- Behavioural expectations of students plus rules and regulations
- Emergency Planning/Cancellation of Trip information, including cancellation provisions, collection/disclosure of student medical and personal information, first-aid arrangements, and the Emergency Communication and Return Plan
- Description of budget consisting of revenue (cost to student) and expenditures (cost of trip) (optional trips only)
- Parent/guardian responsibility to arrange student accident or liability insurance
- Parent/guardian responsibility to determine whether the student may participate in the field trip
- Student Awareness of Risk and Responsibility Form completed by student (if applicable).
- A written informed consent form for the field trip must be obtained with a parent/guardian signature.
- A written informed consent form must state that the parent/guardian has been alerted to the increased risk and consequences of injury inherent in the activity and accepts responsibility for the consequences of that risk should they freely choose to have the student participate.

Inclusive Education Policy

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Inclusion

Dasmesh Punjabi School promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. It includes meaningful participation and the promotion of interaction with others.

Placement

The principal will consult with a parent of a child who has special needs regarding the student's placement in an educational program.

The student who has special needs will be provided with an educational program in a classroom where the student is integrated with other students who do not have special needs, unless the educational needs of the students with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise.
The emphasis on educating students with special needs in neighbourhood school classrooms with their age and grade peers, however, does not preclude the appropriate use of resource rooms, self-contained classes, community-based settings or specialised settings. Students with special needs may be placed in settings other than a neighbourhood school classroom with age and grade peers. This will only be done when all efforts have been made to integrate the student, and it is clear that a combination of education in such classes and supplementary support cannot meet their educational or social needs, or when there is clear evidence that

partial or full placement in another setting is the only option after considering their educational needs or the educational needs of others.

Planning

The Principal and teachers will ensure that an Individual Education Plan (IEP) is designed for a student with special needs as soon as practical after the board identifies the student as having special needs. The only instances in which an IEP is not required are when:

- the student with special needs requires little or no adaptations to materials, instruction or assessment methods; or
- the expected learning outcomes have not been modified; or
- the student requires 25 or fewer hours of remedial instruction by someone other than the classroom teacher, in a school year.

The principal will ensure that the IEP is reviewed at least once each school year, and where necessary, is revised or cancelled.

The Principal will offer the parent of the student, and where appropriate, the student the opportunity to be consulted about the student's educational program, when requested to do so.

The school will offer each student who has special needs learning activities in accordance with the IEP designed for that student. When services are so specialised that they cannot be replicated at school, they will be made available from the community or other sources.

Evaluation and Reporting

Standards for all students, including students with special needs, are developed with high but appropriate expectations for student achievement. Students with special needs are expected to achieve some, most, or all provincial curriculum standards and/or outcomes with special support.

Unless a student with special needs is able to demonstrate his or her learning in relation to expected learning standards and/or outcomes set out in the curriculum for the course or subject and grade, the student's progress report(s) must contain written comments describing:

- what the student is able to do;
- the areas in which the student requires further attention or development; and
- the ways of supporting the student in his or her learning.

The written comments will contain a statement about the progress of the student in relation to the goals in his or her IEP. Where appropriate, written comments will describe ways to enable the student to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, and will describe the time period required to enable the student to demonstrate such learning.

A letter grade (the typical manner for reporting student progress in grades 4 through 12) will only be assigned for a student with special needs where that student is able to demonstrate his

or her learning in relation to expected learning standards and/or outcomes set out in the curriculum for the course or subject and grade.

Where a professional support person other than the classroom teacher is responsible for providing some portion of the student's educational program, that person should provide written reports on the student's progress for inclusion with the report of the classroom teacher.

Accountability

The Ministry regularly reviews the achievement of students, including those with special needs, by monitoring results such as graduation rates, performance on provincial assessments and transitions. In addition, the School Act requires School Planning Councils in each school to develop annual plans that address achievement of all students.

Procedures

An Individual Education Plan (IEP) is a documented plan developed for a student with special needs that describes individualised goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.
An IEP will have one or more of the following:

- the goals or outcomes set for that student for that school year where they are different from the learning standards and/or outcomes set out in an applicable educational program guide; or
- a list of the support services required to achieve goals established for the student; or
- a list of the adaptations to educational materials, instructional strategies or assessment methods

An IEP will also include the following:

- the present levels of educational performance of the student;
- the setting where the educational program is to be provided;
- the names of all personnel who will be providing the educational and support services during the school year;
- the period of time and process for the review of the IEP;
- evidence of evaluation or review, which could include revisions made to the plan and the tracking of achievement in relation to goals; and
- plans for the next transition point in the student’s education (including transitions beyond school completion) and linkages to Graduation Portfolio during Grades 10-12.

School Completion (Evergreen) Certificate

The Dasmesh Punjabi Education Association is responsible for providing educational programs to students with special needs who are on an Individualised Education Program (IEP). The School Completion Certificate, or Evergreen Certificate, is intended to celebrate success in learning and accomplishments of students with diverse abilities or disabilities (special needs).

To be eligible for a School Completion Certificate, the student must be designated in one of the Inclusive Education categories and have an IEP with modified curriculum.

- The decision to place a student in an Evergreen Program should not be made prior to Grade 10.
- Before a student is placed on a School Completion Program, the Principal will consult with parent(s)/guardian(s), School Psychologist/Diverse Learning Resource Teacher/Educational Assistant and, where possible, the student to ensure the appropriateness of the program.

The principal will ensure the parent(s)/guardian(s) are aware that this pathway will not meet the criteria for a BC Certificate of Graduation (Dogwood Diploma) and Dasmesh Punjabi School Parent Acknowledgement of Program Modification form has been signed.

References

https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/special-education

https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/independent-schools/special-education-programs-and-funding-independent-schools?keyword=special&keyword=education&keyword=students

Privacy Policy

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DPS falls under the purview of provincial legislation on data privacy and information protection, namely the *BC Personal Information Protection Act (PIPA*). Safeguarding personal information of parents and students is a fundamental concern of DPS. This Personal Information Privacy Policy describes the policies and practices of DPS regarding the collection, use and disclosure of personal information about students and parents, including the steps the school has taken to ensure personal and financial information is handled appropriately and securely.

Definitions

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

- “Personal information” means any information about an identifiable individual, as further defined under British Columbia’s Personal Information Protection Act or other applicable laws. Personal information excludes the name, position name or title, business telephone number, business address, business email, and business fax number of an individual, as well as any publicly available information as designated under applicable laws, such as information available from a public telephone directory or from a public registry.
- “Parent” means the parent, guardian, or other legal representative of a student.
- “Student” means a prospective, current, or past student of DPS.

Privacy Officer

DPS is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the Principal will designate a Privacy Officer of the school. The contact information of the Privacy Officer shall be made available to all staff, students and parents of the

school.

Information Collected

DPS collects and uses personal information to provide students with the best possible educational services. Most of the information the school collects comes to the school directly from parents and students or is information regarding the student's school activities, performance or behaviour, such as attendance records or grades. For example, when a student applies to register in the school, the school will ask the prospective student to provide the information that enables the school to complete the registration process. This also includes information on academic, health, and personal matters needed by the school to provide the best possible education and co-curricular programs.

Consent

DPS will obtain consent of the individual for the collection, use or disclosure of personal information except where the law states exemptions, grants permission, or creates a requirement for collection, use, or disclosure of personal information. Requirements for consent to collection, use or disclosure of personal information vary depending on circumstances and on the type of personal information that is intended to be collected, used or disclosed. In determining whether consent is required and, if so, what form of consent is appropriate, the School will take into account both the sensitivity of the personal information and the purposes for which the School will use the information. Consent may be express, implied (including through use of "opt-out" consent where appropriate), or deemed. For example, if an individual provides his/her mailing address and requests information regarding a particular service, consent to use the address to provide the requested information may be implied. On giving reasonable written notice to the School, an individual may withdraw consent to the collection, use or disclosure of his or her personal information. Upon notice of withdrawal of consent, DPS will notify the individual of the likely consequences of withdrawing his or her consent and, except where otherwise required or permitted by law, DPS will stop collecting, using or disclosing the personal information as requested. If a person provides DPS or its service providers or agents with personal information about an individual, the person represents that it has all necessary authority and/or has obtained all necessary consents from such individual to enable DPS to collect, use and disclose such personal information for the purposes set forth in this Personal Information Privacy Policy.

Transparency

Students, parents and employees shall be notified of what personal information is specifically being collected, how it is used, and when it is disclosed.

Limiting Collection

The School will limit the personal information collected to that information necessary for the purposes identified by the school. When personal information is collected, there shall be a clear purpose for the collection that serves the educational goals of the school.

When May Information be Disclosed?

DPS may disclose personal information in the following circumstances:

- When authorised/requested by the student/parent/guardian
- When required by law, e.g. court proceedings
- When permitted by law, e.g. medical emergencies
- 3rd party service providers, e.g. printing services, educational apps

Personal information shall only be disclosed in accordance with the stated purpose of the collection of the personal information.

Retention

The School will make reasonable efforts to dispense with information that is no longer needed, unless retention is required by law or Ministry policy.

Accessing Personal Information

A Parent may access and verify school records of the student with notice of 10 business days. In situations of family breakdown, the School will grant access to records of students in accordance with the law. Thus, the School will verify that access is not limited by a court order before disclosing personal information to a Parent.

Safeguarding Personal Information

DPS will protect personal information by security safeguards that are appropriate to the sensitivity level of the information. In the course of daily operations, access to personal information is restricted to authorised employees who have a legitimate reason for accessing it. For example, teachers will have access to personal information about students but not a family's financial account with the school. Staff will be required to familiarise themselves with this policy, and other materials on the topic of privacy as deemed appropriate by the Privacy Officer, before accessing personal information. Staff will follow the school's policies and procedures regarding handling of personal information. Special attention shall be paid to restricting access to highly sensitive information (next section, below).

Highly Sensitive Information

While all information will be stored in compliance with this policy, special attention shall be paid to highly sensitive information, such as psychiatric reports, or records of a school-initiated report of alleged child abuse under section 14 of the Child, Family and Community Service Act. Section 14 reports should be retained only for the purpose of the child protection proceedings and this information must **not** be disclosed to third parties or transferred to other schools. Such reports are strictly confidential and should be stored where only the school Principal or persons authorised by the Principal can access them. Retention of such reports is important for the school to provide confirmation that the report has been made and for evidence purposes in the event that school staff members are subsequently called as witnesses in the child protection proceedings.

Security of Electronic Documents

The School manages electronic files appropriately with passwords and security measures that limit access by unauthorised personnel. For example, passwords used by school employees may not be reused elsewhere, and sensitive data shall be encrypted.

Privacy Violations by a Student

If a student violates privacy, for example by attempting to access information that they are not authorised to access, disciplinary action will be taken following the *Student Discipline Policy*. And processes regarding privacy shall follow the *Appeals and Procedural Fairness Policy*.

Compliance Violations

If a student, parent, or staff member has a complaint about privacy, protection of personal information, or compliance with PIPA, the Privacy Officer shall be available to immediately address these concerns. The school shall make the necessary resources available to the Privacy Officer, for example funds to retain legal counsel in the case of interpreting PIPA.

References

Personal information Protection Act (B.C. Ministry of Education)
Personal Information Privacy Policy for Parents and Students (Federation of Independent Schools Association)
Personal Information Privacy Policy for Employees and Volunteers (Federation of Independent Schools Association)

School Closure Policy

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Unanticipated school closures have dramatic impacts on all those involved. DPS is committed to mitigating the effects of closures on staff and families by adhering to guiding policies that set out both priorities and accountabilities in closure situations.

Temporary School Closure Policy

In the event of significant building, weather, public health (including Covid-19) or other unforeseen issues, a temporary school closure may be necessitated.

The Principal is responsible for:

- Ensuring that all staff and families are notified of the closure as early as reasonably possible.
- Developing a plan for the continuity and supplementation of any elements of the School's education program that may have been impacted by the cessation of class, including the consideration of online and/or digital options for continuity.
- Updating staff and families with information pertaining to the ongoing situation and the anticipated date of re-opening.

Student Discipline Policy

Top

Student discipline may arise as a result of the *Harassment and Bullying Prevention Policy* (above), damage to school property, academic misconduct, or other infractions.

Minor Discipline Issues

These behaviours are typically addressed by teachers at their discretion. They involve disruptions that do not necessarily pose an immediate safety risk but fall short of school standards.

- **Punctuality and Movement:** Being late for class, wandering the hallways during class time, or running and jumping on stairs and in the foyer.
- **General Conduct:** Disruptive behaviour in class or assemblies, non-compliance, swearing, screaming, or rudeness to students or staff.
- **Social Interactions:** Teasing or making derogatory remarks, shoving and pushing during games without the intention to hurt, and showing unfairness or exclusion on teams created for games.
- **Use of Resources:** Inappropriate use of personal equipment or the unauthorized use of personal electronic devices, including cell phones.

Major Discipline Issues

Major issues include single incidents of serious misconduct or repeated minor behaviours. These may result in a formal reprimand on the student's file or, for serious incidents, a more serious consequence (see *Starting at a Later Step*, below).

- **Safety and Violence:** Fighting, physical aggression, the possession of weapons, or picking up and throwing objects that could cause injury.
- **Illegal or Restricted Substances:** Smoking, the use or possession of drugs and alcohol, or the possession of matches and lighters.
- **Harassment and Bullying:** Bullying, intimidation, sexual harassment, and the use of community or cultural slurs.
- **Property and Integrity:** Serious theft, vandalism or defacing school property, and cheating or lying to the detriment of others.
- **Authority and Compliance:** Disrespect for authority or defiance, leaving school premises without permission, and skipping class or school.
- **Technology and Representation:** Deliberate access of inappropriate internet sites or print material, and inappropriate representation of the school during field trips or athletics.

The Three-Step Process

Major discipline issues are addressed through three steps. Most students move through the steps in order. However, the steps are not a required sequence. When an incident is serious, the school may begin at Step 2 or Step 3, as set out under *Starting at a Later Step*.

Step 1: Formal Reprimand

A major discipline issue, or repeated minor discipline issues, will result in a **formal reprimand**.

- **Process:** Formal reprimands are issued upon the recommendation of involved staff and must be reviewed and approved by the Vice-Principal.
- **Documentation:** All formal reprimands are **recorded in the student's official file**.

Step 2: Probation and Behaviour Improvement Plan

Students who receive a second formal reprimand, or whose incident begins at Step 2, will be placed on **probation** for a duration determined by the Vice-Principal.

- **Support:** Probation includes a mandatory Behaviour Improvement Plan and may involve additional support from school personnel to resolve the underlying issues.
- **Restrictions:** Probationary terms may also include exclusion from extracurricular activities.
- **Meeting:** A meeting with the student's parent(s)/guardian(s) is required at the start of probation.

Step 3: Suspension or Expulsion

Students who receive a third formal reprimand, or whose incident begins at Step 3, may be **suspended or expelled** from the school.

- **Decision Authority:** The Principal is responsible for all decisions regarding suspensions and expulsions.
- **Suspension:** A student may be suspended for a period of time determined by the Principal.
- **Return from Suspension:** Before the student returns, the student and parent(s)/guardian(s) will meet with the Principal and Vice-Principal. On return, the student will be placed on probation with a new Behaviour Improvement Plan for a period set by the Vice-Principal. Any further major incident may lead to expulsion.
- **Expulsion & Board Oversight:** If a student is expelled, the Board of Directors will be informed. The Board reserves the authority to overturn an expulsion by special resolution, even if a formal appeal has not been initiated.

Starting at a Later Step

Some incidents are too serious to begin with a warning. In these cases, the school may begin the process at Step 2 or Step 3, even if the student has no earlier reprimands. Starting at a later step is reserved for incidents involving safety, serious harm, or illegal activity.

Incidents that may begin at Step 3 (Suspension). These include, but are not limited to:

- Fighting or physical assault
- Possession of a weapon, or using any object as a weapon
- Threats of violence against a student or staff member
- Sexual harassment or sexual assault
- Possession, use, or distribution of alcohol or illegal drugs
- Any behaviour that seriously endangers the safety of others

Incidents that may begin at Step 2 (Probation). These include, but are not limited to:

- Serious bullying, intimidation, or harassment
- Use of community or cultural slurs directed at another person
- Serious theft, or deliberate vandalism of school or personal property

These lists are examples, not a complete list. Other incidents of similar seriousness may also begin at a later step.

Who decides. The Vice-Principal may begin the process at Step 2. Beginning at Step 3 requires the decision of the Principal, on the recommendation of the Vice-Principal.

Factors the school will consider. In deciding the consequence, the school will consider:

- How serious the incident was, and whether anyone was hurt
- Whether the behaviour was planned or done on purpose
- The student's age and past behaviour record
- Whether the student started the incident or was defending themselves
- The effect on the safety of other students and staff
- The student's honesty and willingness to take responsibility

A student who only defended themselves, and tried to leave or get help, will not be treated as having taken part in a fight.

Where the student is placed in the process. A consequence given under this section counts as that step on the student's record. A student who begins at Step 2 is considered to be at Step 2. A student suspended under this section is considered to be at Step 3, and any further major incident may lead to expulsion. A student already at a higher step remains at that step.

Other policies. Where another DPS policy sets specific consequences for a behaviour, that policy applies. This includes the *Anti-Smoking (Banned Substances) Policy* for smoking, vaping, alcohol and illegal drugs, and the *Phone-Free School Policy*.

Immediate Removal for Safety

When a student's presence poses an immediate risk to the safety of others, or when a serious incident must be investigated, the Principal or Vice-Principal may send the student home right away. Parent(s)/guardian(s) will be contacted immediately.

- An immediate removal lasts no more than three (3) school days while the school investigates.
- An immediate removal is a safety measure. It is not itself a disciplinary decision.
- If the student is later suspended for the same incident, the days already spent at home will count toward the suspension.

Procedural Fairness

Student discipline decisions, including incidents that begin at a later step, will be made fairly and in good faith. When a student is suspended or expelled:

1. The student will be told what they are alleged to have done and given the opportunity to explain their side as part of the school's investigation.
2. The school may make its decision once the investigation is complete. The school is not required to wait for parent(s)/guardian(s) to respond before deciding.
3. Parent(s)/guardian(s) will be informed of the decision promptly, and the decision and the reasons for it will be given to them in writing.

4. Parent(s)/guardian(s) may share additional information and may appeal any decision through the appeal procedures in the *Appeals and Procedural Fairness Policy*

Student Records Policy

Top

This policy is adapted from Student Records: *Requirements and Best Practice Guidelines for Independent Schools* by the B.C. Ministry of Education Independent Schools Office, in consultation with the Federation for Independent Schools Associations. All student records kept by the school shall comply with the DPS *Privacy Policy*, including its provisions for access to, and disclosure of, student records, and including adherence to the *Personal Information Protection Act (PIPA*).

Permanent Student Record: Items

Permanent Student Records are official records that are transferred to other schools if the student moves to another school. The Permanent Student Record will contain, at a minimum:

- Form 1704 completed according to the current Permanent Student Record Instructions.
- Current and past Student Progress Reports to an official transcript of grades.
- Individual Education Plan (IEP) where applicable.
- Copies of documents listed as inclusion per Form 1704.
- Court orders, e.g., pertaining to custody of the child.

Permanent Student Record: Retention

The Permanent Student Record shall be retained by DPS until another school requests the Permanent Student Record or for 55 years after a student has withdrawn and not enrolled in another K-12 school, or graduated from the school.

Permanent Student Record: Transfer

On receipt of a request for student records from a school, a Board of Education, or an independent school authority from within British Columbia where the student is (or will be) enrolled, DPS will transfer the Permanent Student Record (including declared inclusions) for a student to the requesting school, Board of Education, or authority within 10 business days. A copy of the Form 1704 will be kept by DPS indicating the school and date where and when the Permanent Student Record was sent. If the requesting educational institution is outside British Columbia, the original Permanent Student Record should be retained.

Except in cases set out in legislation, transfer of any sensitive, confidential information should only occur after written, dated and signed parental/guardian and student consent has been obtained to do so. A report to a child protection social worker of alleged sexual or physical child abuse made under section 14 of the Child, Family and Community Service Act should not be transferred to another school.

DPS will retain a written record of all student record transfers (e.g. student name, date of birth, name and address of receiving school and date of record transfer).

In the event that a student will be homeschooled, the Permanent Student Record must be transferred to the school registering the child as homeschooler.

Additional Student Record: Items

Additional record items are for school use only and will not be transferred to other schools. The Additional student record will contain:

- Legal name of child, with supporting documentation.
- Legal name(s) of parent(s) or guardian(s) with home and work contact information.
- Documents verifying the information about the student's parent or guardian in respect of student's eligibility for provincial funding.
- The student's application to the school.
- Permissions and informed consent form for school activities.
- Written records of disciplinary issues from their time at the School.
- Proof of citizenship.
- Medical information, including physician's name and contact information, and any necessary information per the Anaphylactic Policy.

Additional Student Record: Retention

Additional record items shall be retained by DPS for 55 years after the student has withdrawn or graduated from DPS.

Contact and Legal Information Updates

For contact and legal information, such as home address or legal custody, this information will be updated (if needed) at least annually.

Electronic Storage

All student records will be stored electronically in compliance with the DPS Privacy Policy. Among other benefits, this practice ensures that all documents are time-stamped with the date and time of creation / last modification. In addition:

- The school must be capable of recreating the data in case of a system failure or calamity (fire, flood, etc.).
- Printouts must represent the same fields as on Form 1704.

References

Student Records: Requirements and Best Practice Guidelines for Independent Schools (B.C. Ministry of Education Independent Schools Office, in consultation with the Federation for Independent Schools Associations)
Student Records Order (Independent School Regulation, section 9)
Classroom Assessment & Reporting (B.C. Ministry of Education)
Permanent Student Record Instructions (B.C. Ministry of Education)

Student Safety Policies

Top

Student safety is of paramount importance at DPS. The following policies are in place to promote student safety. See also the *Emergency Policies*, *Bullying Prevention and Harassment Policy*, and *Student Supervision Policy*.

First Aid Training

Per the Emergency Policies, as a preventative safety measure, DPS students will always have at least one person with First Aid Certification, including training with EpiPen use, available to them during regular School Hours.

Substance Abuse

Smoking and marijuana use are not permitted within any DPS space including classrooms, offices, washrooms, or other ancillary spaces. Smoking is not permitted within eight (8) metres of any DPS building entrance or air intake. The use, possession of, or inebriation by, other recreational drugs and substances, including alcohol and vapour products ("vaping") is not permitted during or before class hours or program activities, and such use, possession, or suspected inebriation may result in disciplinary action or expulsion/termination per the *Student Discipline Policy.*

Visitors

The School will mitigate the possibility of strangers or other uninvited persons on school grounds by implementing visitor check-in procedures requiring all visitors to identify themselves upon entering the school facility. Visitors to the school, including prospective families, guests of students, etc. are welcome upon one-day prior approval from the Principal.

Student Supervision Policy

Top

On Site

Normal DPS school hours are 8:00am to 3:00pm Monday to Friday. The School may additionally offer optional programs before or after school. Regardless of whether it is during regular school hours or other activities, the School shall maintain a ratio of at least one staff member per 30 students present. Students are not permitted in the building outside of school-sanctioned hours and activities.

Student supervision will be approached with the goal of increased safety and comfort for attending students, and greater peace of mind for teachers and families. The Principal and Vice-Principal will be responsible for implementing procedures that aim to maximise staff and teachers' level of supervision over students in their care and acknowledging the various forms of supervision, including visual (seeing students), auditory (hearing students), and informational (communicating with students).

Off Site

Off-site field trips play an important role in a child's education. However, field trips can also involve additional risks, for example during transportation. At the School, trips/activities will be initiated based on the curricular value they bring to the students' education.

Transportation

For any staff, parents, or other school personnel involved with driving students to/from off-site activities, their driver's licence must be in good standing, and copies of the driver's licence will be obtained in advance. For longer trips, a driving record may also be required, at the discretion of the School.

Informed Consent

At the start of each school year, Parents will be required to provide informed consent for day-to-day life at DPS. For activities out of the ordinary, Parents will be notified prior to the activity, and asked to complete a specific informed consent form and/or waiver of liability pertaining to the specific activity.

Teacher and Principal Evaluation Policy

Top

The School's human resources are the core of the School. As such, evaluation is critical. Formative evaluation will allow the School's employees to continuously improve, while summative evaluation will ensure an exceptionally high bar of quality of work is maintained at DPS. In all cases, evaluations will be undertaken by a qualified educator.

Teacher Evaluations

The Principal or Vice-Principal will be responsible for the evaluation of all teaching staff at the School. Every professional staff will receive a formal report on his/her teaching service in the first year of employment at Dasmesh Punjabi School and not less than once every three years thereafter. Teacher reports will be written by a School Administrator. The Vice Principals' reports will be written by the Principal. The Principal's report will be written by the School Administrator on behalf of the Board.

Procedures

- Teachers nominated or required to receive a report in a particular school year will be notified no later than October 31 of that school year. This notification period can be waived to deal with extenuating or emergent circumstances. Any teacher who seeks a formal report on his/her teaching service must make a request before October 31 of the school year in which the report is desired.
- The report writing process will be reviewed with the teachers before the classroom visitations begin.
- Each classroom observation will be followed by a discussion between the teacher being observed and the report writer before the subsequent observation.
- After no less than three formal observations, a draft report on the teacher being observed will be prepared and provided to the teacher.

- The teacher and the report writer will review and possibly amend the draft report, seeking a consensus on its contents.
- The teacher will have the option of appending his/her own comments to the final report.
- The teacher will be asked to sign the final report to indicate that he/she has reviewed the report with the author.
- One copy of the final report will be given to the teacher; the other will be placed in the teacher's personnel file.

Transportation (School Bus) Policy

Top

Dasmesh Punjabi School currently has five user pay school bus routes. These routes service Mission, Aldergrove and Abbotsford.

For more information like specific bus routes and stop times, please contact our School Office at 604-826-1666.

Dasmesh Punjabi School buses do not provide door to door pick up and drop off. Bus stop locations will be determined primarily on safety and efficiency of the overall route.

Bus Schedules

Students are reminded to be at bus stops five minutes ahead of the listed time. Note that bus stop times are subject to change during the school year. Pick up times and locations will be set out the last week of August, parents will receive a phone call from drivers confirming the bus stop.
NO changes/ requests will be accepted the first week back to school.

Bus Rules and Discipline

Our school is very serious in matters regarding disciplinary issues on our buses. We carry the same rules from the school onto the buses each day. Vice- Principals from each campus are contacted when an issue comes up on a bus and matters are dealt with immediately. If you have concerns on your bus, please follow the proper protocol:

- Contact your bus driver and discuss the matter with him/ her first. Many times the driver is busy concentrating on the road and may not always see what is happening on the bus.
- If the issue continues, contact our Vice Principals.

Bus Rules

1. Each student shall be seated immediately upon entering the bus. Students are not to stand or move from place to place while the bus is in motion.
2. Windows and doors are to be opened or closed only with the permission of the bus driver. If allowed, windows should only be opened to the indicated safety line.
3. Indecent conduct or loud, disruptive or profane language will not be permitted.
4. Passengers are not to behave in any manner, which infringes upon the rights of any other passenger. This would include any form or type of bullying.
5. No student is to enter or leave the bus until it has come to a complete stop. Students may enter or leave the bus only upon bus driver signal.

6. Students are not to throw objects of any kind on the school bus or out the windows. All parts of the student's body shall remain inside the bus at all times.
7. The privilege of riding the school bus may be denied to any student who does not conduct himself/herself in a safe and orderly fashion. School bus drivers and administration will determine what is safe and orderly. The bus driver reserves the right to assign seating for any student(s) that are disruptive in any way.
8. Students may use electronic devices for personal use only and not take pictures or show material to other students on the bus. Ear buds must be removed from ears when students leave the bus.

Bus Safety Loading and Unloading

Our school uses the "School District System" for loading and unloading school buses in urban areas. This system is judged to provide the highest guarantee for rider safety while at their bus stops and while boarding or leaving their bus.
The procedure works as follows:

- Within the urban area of Abbotsford, bus stops are located in areas where the bus can pull over to the curb and complete a transit style stop. In this case the red flashing lights are not used, rather, the bus driver will engage the four-way flashers to alert traffic in both directions.
- Within the rural areas of Abbotsford, procedure #1 is not utilised; instead the bus will stop on the roadway, using red flashing lights to stop all traffic. Please note that when flashing lights are used, their purpose is to stop traffic – not to assist children in crossing the road. Although traffic safety and busing procedures are taught at schools, by bus drivers and communicated by the district through literature to parents, please take time to make sure your children understand how to ride school buses and public transit safely.
- Students: Please be sure to pay attention to bus safety tips, and instructions from the bus driver. Be sure to arrive at your stop 5 minutes before the scheduled arrival/departure time for your bus.
- Vehicle drivers: vehicles travelling in both directions on a roadway must not pass a school bus which has stopped and has its red overhead lights flashing.
- Vehicle drivers are also reminded to use extra caution in school zones during school days.

FIELD OR BUS TRIP EMERGENCY PROCEDURE

In the event that an accident or emergency occurs:

The Bus or Van Driver

1. Remain with the bus / van.
2. Secure bus in a safe location, turning off power, ignition and lights (4-way hazards may be required).
3. Account for all students and evaluate first aid needs and make appropriate notes.
4. Evaluate the need for evacuation. If needed to evacuate, move the students at least 30 metres away from the bus.
5. Place triangle reflectors.
6. At the scene, do not discuss the accident with any onlookers. Never speculate about what happened. Never accept or place blame.

7. Contact School by radio or phone at 604-826-1666 or the School Principal at 604-832-7825. If contact cannot be made or after duty hours use the emergency phone list.

Provide the following information to office staff:

1. Bus number / Route number
2. Location of the accident and intersecting street
3. Names and number of students on board
4. Injuries, if any? Ambulance required?
5. Have the police been called?
6. Can the bus be driven?
7. Is a back-up bus needed to take the students to school?

If necessary, complete the Vehicle Accident Information form.

Teacher or Supervising Adult

1. Stay with the students. Evaluate first aid needs.
2. Assist driver as needed.
3. Contact the school principal.
4. Release students only to parents, guardians or authorised representatives.
5. Record name of person to whom students were released.
6. Record name of person sent to hospital and name of hospital.

Administrator or Support Staff

Contact School District Administration Office at 604-826-1666

Bus Evacuation Drill

Minimum of one per school year.

Water Testing Policy

Top

Health and safety is the paramount concern at DPS. All students, staff and visitors to Dasmesh Punjabi School are entitled to clean, safe potable water. The school complies with the regulations of the BC Drinking Water Protection Act by regularly testing our school water for harmful substances or contaminants.

The school encourages students to bring their own personal water bottles to school with them and to keep themselves properly hydrated throughout the school day.

Dasmesh Punjabi School receives its water service from the City of Abbotsford. The city's water is secured from a pristine lake north and east of Mission. The water is treated with chloramine (a safe disinfectant) and transported by pipeline across the Fraser River. The City of Abbotsford meets the provincial standards with its continuous and rigorous water testing program

Policy

Dasmesh Punjabi School tests its drinking water once every three years. The tests are conducted by a reputable commercial firm. The test results are reported to the Dasmesh Punjabi School Association Board at its first meeting of that school year.

If the water quality tests reveal the presence of any deleterious contaminants, the school's drinking fountains will be decommissioned and bulk or bottled water will be provided to the students until the school water is deemed safe to consume.

References

Testing Lead Content in Drinking Water of Independent School Facilities (B.C. Ministry of Education)
Guidelines on Evaluating and Mitigating Lead in Drinking Water Supplies, Schools, Daycares and Other Buildings (B.C. Health Protection Branch)

Section B - Other Policies

Communication Policy

Top

Communication between the school and families is critical for student success.

- At DPS, all communication will be paperless; that is, communication will be either face-to-face or electronic through email or a software platform.
- Parents/guardians and students will be kept up to date on school closures and other logistical issues impacting the operation of the school.
- Teachers may send broadcast communications to all students and/or parents in their classes. All other broadcast communications will require approval from the Principal or Vice-Principal

Expenditures, Disbursements, Reimbursements Policy

Top

DPS values efficiency and autonomy of its staff members to make reasonable purchases as needed. However, some limits are put in place for fiscal responsibility and prudence.

- Reasonable expenditures not exceeding $100 may be incurred by staff members without prior approval, subject to any existing budgetary restrictions in place (e.g. monthly spending allowances set out by the Principal).
- All expenditures over $100 must be approved by the Principal or Executive Director. However, the Principal or Executive Director may waive this requirement for specific staff members in writing.
- All expenditures over $10,000 must be reported to the Board by the Principal or Executive Director within 15 days.

- All spending or allowances approved by the Principal or Executive Director must adhere to the annual budget set out by the Board, unless prior approval from the Board is obtained.
- All expenditures made by any party must have a receipt on record. Reimbursements, where applicable, will not be made without an original receipt or electronic copy.

External Courses Policy

Top

Students in the Graduation Program complete their courses at DPS. A course from another provider (online, at another school, or in summer) needs the school's approval before the student enrols. Approval is given for genuine need, not for a lighter route to a higher mark.

Approval

- The student and Parent speak with the counsellor before enrolling anywhere else.
- They submit the External Course Request Form with the provider's course outline, four (4) weeks before the course starts, or by 1 May for a summer course.
- The Vice-Principal (Grades 6–12) decides in writing within five (5) school days of a complete request.
- When the course is finished, the student gives the final mark to the counsellor.

When Approval Is Given

- **Repeating a course the student did not pass.** This does not count toward the limit below.
- **DPS cannot offer the course**, or the timetable will not fit.
- **Working ahead**, where it fits the student's graduation plan.
- **Health, athletic or other exceptional circumstances.**

When Approval Is Not Given

- **A course DPS teaches and requires**, including English Studies 12. There are no exceptions. An outside credit does not excuse the student from the DPS course.
- **A course taken to obtain an easier grade or to avoid a teacher.**

Limit

Across Grades 11 and 12, a student may take no more than [X] courses elsewhere instead of at DPS. Repeated courses do not count toward this limit.

Conditions

- An external course does not reduce a student's DPS timetable or create a spare block. DPS is a closed campus, and every student carries a full course load.
- External coursework may not be done during DPS class time.
- A student holding an outside credit is expected to give full effort in the corresponding DPS course.
- All provider fees are paid by the family. The school does not fund or reimburse external courses.

- A course taken without approval earns no standing in the DPS program and does not change the student's timetable.

Graduation Ceremony

- To take part in the DPS graduation ceremony and receive the school's endorsement, a student must earn at least [X] of their Grade 12 credits at DPS and complete the core Grade 12 courses ([list]) here. There is no minimum mark.
- This does not affect the Dogwood Diploma. Every student who meets the provincial requirements receives it, wherever their courses were taken.

Related Policy

Ministry-approved external credentials, equivalency and challenge are covered by the *Challenge and Equivalency (Graduation Program Credits) Policy* in Section A.

Appeals

A family may ask the Principal to review a decision within ten (10) school days. Further appeals follow the *Appeals and Procedural Fairness Policy*.

Graduation Program Attendance Policy Top

Learning in the Graduation Program happens in the classroom. When DPS issues a transcript, it certifies that a student has met the learning standards of every course on it. This policy sets out the absences that are always permitted, when a student loses Good Standing, and how Good Standing is restored. It applies to all students in Grades 10–12.

Recording Attendance

- Attendance is taken at the start of every block. A school day is five (5) blocks.
- A student who leaves during the day is recorded absent for each block that follows. Students must sign out through the office before leaving campus.
- Lateness is not counted as absence.

Categories of Absence

1. **Medically Excused:** no limit. A note from a doctor or clinic must be provided within one (1) week of the student's return.
2. **Parent Excused:** five (5) school days (25 blocks) per semester, for any reason, with no explanation required. Unused days do not carry over to the next semester.
3. **Approved Extended Leave:** up to ten (10) school days per school year, approved by the Principal. Approved leave does not use parent-excused days. It is approved in one of two ways:
    - **Planned:** the Parent applies in writing to the Principal at least three (3) weeks ahead, and the Principal replies in writing.
    - **Emergency:** no advance application or explanation is needed. The Parent informs the school within two (2) school days and speaks with the Principal on the student's return.

4. **School Authorised:** field trips and representing the school. The student is recorded as present.
5. **Unexcused:** any absence not covered above, including absence after parent days are used, a medical note received more than one week after return, an emergency the school was not told about within two school days, and leaving campus without signing out.

Good Standing

- A student with five (5) school days (25 blocks) of unexcused absence in a semester loses Good Standing. This is automatic and does not depend on marks.
- The Parent is notified in writing the same day.
- While not in Good Standing, a student may not take part in sports teams, student council, field trips, graduation events or, for Grade 12 students, the graduation ceremony.
- Good Standing is restored after one (1) calendar month with no unexcused absence. School holidays do not count toward the month, and the month may carry across the semester change. A further unexcused absence restarts it. The school confirms the restoration date in writing.
- The unexcused count resets to zero when Good Standing is restored, and at the start of each semester.
- Loss of Good Standing is not a disciplinary measure.

Credit and Graduation

- Approval of an absence does not replace missed instruction or guarantee course credit. Where absence becomes significant, the teacher reviews whether the learning standards can be met.
- Coursework continues on Google Classroom during any absence. Teachers do not prepare work packages in advance or reteach missed lessons.
- A student who meets the requirements of the BC Graduation Program always receives the Dogwood Diploma. Loss of Good Standing affects the ceremony only.

Family Agreement

Each year, a Parent completes the online Attendance and Good Standing agreement for each Graduation Program student. The policy applies from the date of signing. The office will help any family complete the agreement in person or by phone.

Appeals

Decisions under this policy may be appealed under the *Appeals and Procedural Fairness Policy*.

Legal and Compliance Policy

Top

DPS is committed to and conducts its activities lawfully and in a manner that is consistent with its compliance obligations. DPS will maintain its operations in line with the requirements of the B.C. Ministry of Education, the City of Abbotsford, and as otherwise set out in the Independent

School Act.
The DPS Principal and/or Vice-Principal will monitor the School's compliance on an ongoing basis, and conduct a yearly review of the School's compliance with the guidelines set out by the Ministry of Education, the City of Abbotsford, and other relevant legislation and regulatory bodies including but not limited to:

- The Independent School Act as administered by the Province of British Columbia through the Ministry of Education
- The Employment Standards Act and the BC Human Rights Code as administered by the BC Employment Standards Branch
- The Workers Compensation Act as administered by WorkSafeBC

Phone-Free School Policy

Top

DPS is a phone-free school. Students learn best when they are fully present to their learning and to one another. Technology is used when it serves learning, and when learning needs a device, the school provides one.

The Rule

- Students in Kindergarten to Grade 12 do not bring personal phones to school.
- When a device is needed for learning, the school provides Chromebooks.

Phone Locker Option

Families who need their child to carry a phone to and from school may lease a phone locker.

- The Parent completes the Phone Locker Lease and returns it to the office. The student receives one locker slot and one key.
- The student switches the phone off or to Do Not Disturb, locks it away on arrival, and collects it at the end of the day. The phone stays locked and out of sight all day.
- The annual fee is $30 per student, non-refundable except where the school cannot provide a slot. A replacement key costs $10. Keys remain school property and are returned at the end of the year.
- Families for whom the fee is a hardship may contact the office in confidence.

Medical Exceptions

Where a student needs a phone for a medical reason (for example, glucose monitoring), the arrangement is made individually with the office.

Phones Found at School

A phone found with a student, outside the locker, is held at the front office and returned to a Parent, not to the student.

Contacting Students

Parents contact their child during the school day through the office at 604-826-1666. In an emergency, the school contacts families directly by phone and through its messaging system.

Liability

The school does not accept responsibility for loss, theft or damage to any phone, whether placed in a locker, held at the office, or otherwise on school premises. Any phone brought to school is at the family's own risk.

Appeals

Decisions under this policy may be appealed under the *Appeals and Procedural Fairness Policy*.

Staff Records

Top

A staff member's file will contain, at a minimum:

- Proof of current B.C. teaching certification.
- The materials from their application for employment at the School, including resume and university transcripts.
- Any formal reprimands or commendations from their time at the School.
  Any documents pertaining to formal evaluations of the staff member.

Staff records will be retained for 5 years.

Teacher Discipline Policy

Top

Where the DPS administration believes that a Teacher has acted in an unfit way in the course of carrying out their duty, or the Teacher brings the School's business into disrepute, the Teacher will face a disciplinary inquiry.

If the Teacher is found to have committed a minor misconduct, the School has the option of a verbal warning, or a written warning depending on the severity of the misconduct.

If the Teacher is found to have committed gross misconduct, the School has the option of a verbal warning, a written warning, a final written warning, or immediate dismissal. The School also has the option to suspend the Teacher where the School needs to make an inquiry into the Misconduct.

The interpretation of misconducts shall be left to the discretion of the School represented by either the Principal, or any appointees of the Principal, including but not limited to the Executive Director or any supervisor who oversees the Teacher.

Uniform Policy

Top

Why a Uniform?

Our school uniform is meant to promote school spirit, equality, and a sense of belonging among students.

What to Wear

- **Tops:** White collared shirt, polo shirt, or blouse with the school logo, maroon sweater with the school crest. A plain white t-shirt can be worn underneath the school shirt.
- **Bottoms:** Charcoal grey pants, skirts, shorts (boys, Grades K-5 only), or skorts with black tights (girls, Grades K-5 only). Shorts should cover to mid-thigh when seated.
- **Shoes & Socks:** Black, non-marking shoes with black socks.
- **Outerwear:** Navy blue school jacket with the school logo.
- **Headwear (Optional):** Blue headwear (rumal/patka/turban) for Sikh Studies Assemblies and events.
- **Gym Strip (Grades 4-10):** Grey gym t-shirts and sweat tops, navy blue sweatpants. Students must have clean gym wear for every Physical Education lesson, which is mandatory.
- **Religious Functions:** Standard school uniform for all grades.
- **Cultural Celebrations:** Traditional outfits are permitted (e.g., Vaisakhi, Talent Show).

What NOT to Wear

- Hats, hoodies, toques, caps (not allowed in classrooms, buildings, portables, or on uniform days)
- Jewelry (rings, beads, chains, studded collars, or studded wristbands)
- Revealing clothing (bare midriffs, bare shoulders, spaghetti straps, low rise jeans unless covered by a top, short skirts above the knee)
- Sleepwear (pajamas or slippers)
- Inappropriate clothing (logos, sayings, pictures, graphics)
- Tank tops (unless under a shirt), halter tops, crop tops (unless worn with a proper tank top underneath), cut-off shorts, torn jeans
- Yoga pants, PJ's and tights

Where to Buy the Uniform

Neat Uniforms (phone: 1-800-668-8261/1-604-205-7560, website: www.neatuniforms.ca).
Shoes and socks are the only exceptions and can be purchased elsewhere.
Do not wash uniform items with bleach, as the logo will fade.

Uniform Enforcement

Students are expected to be in complete uniform from the start to the end of the school day, unless it is Wednesday (non-uniform day), spirit day, or there is a special announcement. Teachers carry out regular uniform checks.

- Not being in uniform is a minor discipline issue under the *Student Discipline Policy*.
- Each time a student is out of uniform, the student and Parent are notified by email.
- On the fourth notice in a term, it becomes a major discipline issue and follows the Three-Step Process in the *Student Discipline Policy*.
- The count of notices resets at the start of each term.

Section C - Accessibility Plan

Top

Revised November 2026

Accessible BC Act

The Accessible British Columbia Regulation, under the Accessible British Columbia Act, came into force on September 1, 2022. The goal of the act is to improve opportunities for people with disabilities and involve them in identifying, removing, and preventing barriers to their full participation in the life of the province.

- Legislation – Accessible BC Act
- Regulation – Accessible BC Act
- Accessibility Legislation Plain Language Summary

What is Accessibility?

Accessibility means that all people can take part in their communities through work, play and other daily activities.
Accessibility is important for everyone, especially people with disabilities.
Accessibility is about removing barriers and increasing inclusion and independence for everyone.

Important Definition from the Accessible BC Act

1. **Disability**: An inability to participate fully and equally in society as a result of the interaction of an impairment and a barrier.
2. **Barrier**: Anything that hinders the full and equal participation in society of a person with an impairment.
3. **Impairment**: A physical, sensory, mental, intellectual, or cognitive impairment, which is permanent, temporary, or episodic.

Implementation of the Accessible BC Regulation:

6. **Accessibility Committee:** Dasmesh Punjabi School established an accessibility committee in Sept., 2024. The committee, in consultation with our student/parent/staff, are developing our accessibility plan.
7. **Accessibility Plan:** See DPS Plan below. This plan outlines our commitment to accessibility and the actions in our Three-Year Accessibility Plan for 2024-27.
8. **Annual Status Report:** An annual status report outlines yearly goals and status updates.

Mechanism for Reporting Accessibility Accomplishments and Barriers

We are developing a Google Form to provide a mechanism to provide input about accessibility accomplishments and barriers at our school. The surveys are reviewed three times a year and are taken into consideration for future versions of the plan.

Dasmesh Punjabi School Accessibility Plan

1. **Objective:** Ensure equal access and full participation for all students, staff, and visitors.
2. **Scope:** Cover physical accessibility, digital accessibility, program accessibility, and communication.
3. **Implementation:** Develop actionable steps for modifications and accommodations.
4. **Evaluation:** Regular reviews and updates to the plan based on feedback and changing needs.
5. **Accessibility Committee**
    a. Composition:
        i. School Administration: Mr. Jaspal Dhaliwal (Principal); Mr. Loveraj Grewal (Business Manager); Mrs. Harbhajan Atwal (Gr. K – 5 Vice Principal); Mr. Scott Walton (Gr. 6–12 Vice Principal); Madame Michelle Taenzer (teacher); Mrs. Jocelyn Fabretti (Learning Services Teacher), students (TBD), and parents (TBD).
    b. Responsibilities:
        i. Oversee the development and implementation of the accessibility plan.
        ii. Conduct regular meetings to review progress and address issues.
        iii. Ensure all accessibility needs are being met and identify areas for improvement.
6. **Feedback Mechanism for the Public**
    a. Methods of Feedback:
        i. Online form on the school website.
        ii. Physical suggestion boxes located at key points around the school.
        iii. Dedicated email address and phone line for accessibility concerns.
        iv. Anonymous Submissions: Allow for anonymous feedback to encourage open communication.
    b. Public Awareness: Inform students (Morning Assembly), staff (Staff Meeting and email), and parents (PAC and email) about how to provide feedback.
    c. Input from Disabled Students (and/or their parents/guardians), and Staff
7. **Consultation:**
    a. Initial survey of students, families, and staff.
    b. Build Accessibility questions into our annual student, family, and staff surveys.
    c. Personalized meetings to gather specific input on accessibility needs and experiences.
8. **Involvement:**
    a. Engage disabled individuals in the Accessibility Committee.
    b. Implement suggestions and changes based on their direct feedback.
9. **Compliance Timeline**
    a. Prescribed Organizations Compliance:
        i. Establish a timeline for full compliance with the Accessibility Act.
        ii. Include milestones and deadlines for achieving various aspects of compliance.
10. **Review and Adjust:**
    a. Regularly review progress and adjust timelines as needed to meet compliance requirements.
11. **Response to Feedback**

a. Acknowledgement: Acknowledge receipt of feedback within 5 business days.
b. Assessment: Review and assess feedback within 10 business days.
c. Action Plan: Develop an action plan for addressing valid concerns within 30 business days.
d. Follow-Up: Inform the individual providing feedback of the actions taken within 45 business days.
e. Final Resolution: 60 business days for implementation and follow-up.

12. Compliance with Human Rights:

a. Ensure that accessibility measures align with human rights obligations.
b. Address and rectify any barriers that may hinder equal access and participation.

13. Principle of Immediate Access:

a. Acknowledge that delays in accessibility improvements are still considered a denial of access.
b. Prioritize timely and effective solutions to ensure all individuals can participate fully.

14. Standards Enforcement:

a. Outline consequences for non-compliance with accessibility standards.
b. Ensure adherence to established accessibility requirements.

15. Complaints and Appeals:

a. Maintain a clear process for complaints and appeals beyond the current bottom-up approach.
b. Include mechanisms for escalation and resolution of unresolved issues.

16. Monitoring and Reporting

a. Regular Audits: Members of the Accessibility Committee to conduct periodic audits to ensure ongoing compliance and effectiveness of the accessibility plan.
b. Annual Reports: Publish annual reports detailing progress, challenges, and future plans related to accessibility.

By implementing this comprehensive accessibility plan, Dasmesh Punjabi School aims to foster an inclusive environment that supports the needs of all individuals and complies with relevant legislation and human rights obligations.