



KLEOS
OPEN LEARNING

Kleos Policy Manual 2020-2021

For Teachers, Staff, Service Providers, Parents/Guardians, and Students

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Welcome to the Kleos Open Learning (DL) Policy Manual. This document is a compilation of the currently-extant policies at Kleos Open Learning. Unless noted as a Draft, each policy has been reviewed and approved by the Board of Independent Magnet Schools, the not-for-profit organization that owns and manages Kleos Open Learning. These documents have been compiled into this current form for your convenience and reference. Because policy may change during the year, for enquiries regarding specific policies, please contact the board at board@kleos.ca.

Academic Discipline Policy

PURPOSE: to discourage cheating, promote student success, and to eliminate bullying

1. Academic Integrity Issues

- a. Any time a student submits work that is not their own as if it were their own (cheating, including plagiarism), the student will receive a mark of "0" on the assignment. The student will also have no opportunity to re-do the assignment.
- b. If a student is given a mark of "0" on an assignment as a result of cheating, the teacher will inform the Principal or Vice Principal (as appropriate) of the incident.
- c. If the Principal or Vice Principal (as appropriate) is informed on two separate occasions for the same student in the same academic year of a violation of academic integrity, a school-based team meeting will be scheduled to address the issue.
- d. If the Principal or Vice-Principal is informed on two separate occasions in the same course of a violation of academic integrity, the student will receive a mark of '0' for the course.
- e. If the Principal or Vice-Principal is informed on three separate occasions for the same student in the same academic year of a violation of academic integrity, the student will be withdrawn from Kleos Open Learning (DL).

2. Students Falling Behind

- a. The Principal or Vice Principal (as appropriate) and parent/guardian must be informed of any student submitting work one week past the required submission date.
- b. The Principal or Vice Principal (as appropriate) and parent/guardian must also be informed of any student submitting work two weeks past the required submission date, so a school-based team meeting can be arranged.
- c. A school-based team meeting will be arranged as soon as possible (early the following week) to discuss the situation and address any potential blocks to timely work completion.
- d. At the school-based team meeting, an Education Plan document is prepared and signed by the parent/guardian, student (if appropriate), and a representative of the school.
- e. If the Education Plan is not followed, the student may be withdrawn from Kleos Open Learning (DL).
- f. If the student or parent/guardian fail to appear for the school-based team meeting, the student may be withdrawn from Kleos Open Learning (DL). Alternative learning options for the student may be suggested by the school-based team.

3. Substance Abuse Issues

- a. Kleos Open Learning (DL) does not tolerate the use of recreational drugs or other mind-altering substances.

- b. If a Kleos staff member or contracted Service Provider has reasonable grounds to believe a student is under the influence of mind-altering substances, such as non-prescription drugs or alcohol, the staff member or Service Provider will immediately terminate the current session and inform the Principal or Vice Principal (as appropriate).
 - c. Any student using drugs or alcohol during program delivery hours on more than two occasions will be expelled from the school.
4. **Cyber-bullying**
- a. On all occasions of cyber-bullying, the Principal or Vice Principal (as appropriate) must be informed.
 - b. A student found guilty of cyber-bullying in a group online meeting
 - i. on the first occurrence is given a warning.
 - ii. on the second occurrence in the same meeting will be muted and unable to participate further in that particular meeting.
 - c. On a second occasion
 - i. the student will be immediately muted.
 - ii. the Principal or Vice Principal (as appropriate) will be informed of the event.
 - iii. at the Principal's or Vice Principal's (as appropriate) discretion, school-based team meeting will be called.
 - d. On a third occurrence:
 - i. the student will be muted.
 - ii. the Principal or Vice Principal (as appropriate) and the parent will be informed.
 - iii. the student will be barred from further online group meetings.

Academic Integrity Policy

PURPOSE: to ensure students are assessed on their own work

1. No student at Kleos Open Learning (DL) will receive academic credit for work they have not personally completed.
2. No person may submit work for assessment that is not their own.
3. No person may submit as their own work that has been done by another person.
4. No person may act on behalf of another person in the submission of work, unless authorized to do so by an appropriate individual/authority.
5. Any student submitting work done by another person as his or her own work will be subject to appropriate academic discipline.
6. If a teacher suspects a student of plagiarism, the teacher will attempt to confirm the suspicion. Upon confirmation, the student will receive a mark of '0' for the assignment as per the "Academic Discipline" policy.
7. Parents acknowledge and confirm that work samples submitted are an accurate reflection of the student's work.
8. Where possible, teachers will directly observe student work completion.
9. All students must participate in synchronous invigilated tests/exams as identified in the course outline, CANVAS class, or other organizing document, as appropriate.
10. Where any student's invigilated mark differs from their aggregate homework mark for a specific course or unit by more than 20%, that student's course mark may reflect the invigilation mark(s) rather than the published grading as found in the course outline, CANVAS class, or other organizing document, as appropriate.
11. See "Academic Discipline Policy" for more information regarding the consequences for failure to follow this policy.

Acceleration Policy

PURPOSE: A student is entitled to accelerate in their academic program by skipping a grade under the following circumstances:

1. the student is not being sufficiently challenged by differentiated instruction and other strategies for providing content at an appropriate level
2. The student demonstrates above grade level skills in all subject areas of the grade

PROCESS:

The request for accelerating a program must be made by a parent and must be approved by the teacher, Principal, and Director of Schools. There are several strategies designed to provide content at an appropriate learning level before acceleration is considered. Strategies for providing content at an appropriate learning level include:

- Telescoping: reducing the amount of time a student takes to cover the curriculum
- Compacting: streamline the amount of time the student spends on the regular curriculum. This strategy allows students to demonstrate what they know, to do assignments in those areas where work is needed, and then to be freed to work on other curricular areas.
- Independent study: an opportunity for students to pursue areas of personal interest or to individually investigate course topics
- Tiered assignments: designed to meet the needs of a group of learners functioning at a range of levels. Students work on the same content, but are asked different questions and are provided with different activities which are assigned according to ability.
- Acceleration: the practice of placing students at a higher than normal level of instruction to meet their learning needs

Once the request is approved, parents will complete the Student Acceleration Application below and be informed of the Acceleration Policy.

POLICY:

1. Students are limited to skipping one grade level in order to support social and emotional learning and development with similar aged peers
2. If a request is made to skip an additional grade, a professional Psychological assessment and recommendation is required
3. In order to request an accelerated program, parents and teachers must complete the Student Acceleration Application form and submit to principal@kleos.ca.

Active Policy

PURPOSE: to ensure students are truly “active” in their courses to be eligible for Ministry funding.

POLICY:

Students that meet the following criteria will be considered active for funding purposes.

1. School files (electronic and/or paper) for Grade K - 9 students must contain dated evidence that a student is active at the activation submission date, as listed in the 1701 Instructions, to claim funding. The minimum evidence is
 - a. a teacher-developed learning plan,
 - b. a documented commitment from a parent or guardian, and
 - c. clearly identified/labelled, completed assignments for each subject, that reflect student engagement in a significant portion of the program
2. School files for Grade 10-12 students (including all adult claims) must contain all of the following at the activation submission date as listed in the 1701 Instructions to be claimed for funding:
 - a. a student learning plan (of eligible courses), reviewed annually, signed and dated by the student and parent (where applicable), which meets graduation requirements;
 - b. a clear course plan for each subject listed on the signed student learning plan, which links to learning standards, required resources, and assessment strategies;
 - c. at least one example of dated instruction-related communication between the teacher and student directly linked to the learning standards of each eligible course claim; and
 - d. for each eligible course claim, a clearly identified/labelled, substantive assignment (or assignments) submitted to the teacher by the student that meets the following criteria:
 - i. the assignment (or assignments) will be clearly linked to the learning outcomes of each course claimed;
 - ii. the assignment (or assignments) will be dated;
 - iii. the assignment (or assignments) will be marked; and
 - iv. the assignment (or assignments) will impact the final percentage of the student’s school mark by at least five percent.

PROCEDURE:

To claim funding for students in distributed learning courses or programs, Kleos Open Learning (DL) must ensure:

1. Teachers lead educational programs to ensure learning standards will be addressed through educational activities, assessment strategies, and learning resources. Examples include:
 - a. Evidence of course or student timetables, registration documents, and information gathered through interviews with teachers and other staff.
 - b. Evidence of a student learning plan that refers to:

- i. Learning outcomes in the Integrated Resource Packages for the program and/or course(s);
 - ii. Required areas of study for the program and/or course;
 - iii. The teacher's plan for providing learning activities;
 - iv. Learning resources required to complete the program and/or course(s);
 - v. Standards of performance expected of the student;
 - c. School files (electronic and/or paper) that include course information, student learning plans, master assignments, records of contact and interaction (attendance equivalent), assessment, samples of student assignments, and other anecdotal commentary on the student's learning progress.
2. Teachers will communicate with students to support the learning outcomes in their K-9 program or eligible Grade 10-12 course claims. Instruction-related communication directly linked to the learning standards of the course occurs via email messages, telephone calls, face-to-face meetings, or computer-mediated conferences documented in the school file.
 - a. Evidence includes a record of telephone calls, email messages, and meetings (online or in person) with time, date, and outcome of the interaction documented for each eligible course claimed.
 - b. Evidence must include at least one dated instruction-related contact to the student for each course claimed to be considered active.
 3. Activation assignments (grades K-9) or substantive assignment(s) (grades 10-12) are submitted to teachers via the school's Learning Management System, and directly link to curriculum standards for each eligible K-9 student or Grade 10-12 course claim.
 - a. Evidence includes dated examples of student work, assessment data, and teacher grade book reflecting student engagement in a significant portion of each course claim.
 - b. Activation and substantive assignments contribute marks to the final grade or performance reports for the course.
 - c. The substantive assignment (grades 10-12) represents at least five percent of the final course grade for each eligible claim.
 4. Students in Grades 10-12 have a dated planned program of studies that leads to the completion of graduation requirements in accordance with the Provincial Graduation Requirements Order.
 - a. Evidence includes a student learning plan that meets graduation requirements, or documented verification that the school of record is responsible for the graduation plan;
 5. The "Active Date" for a student in a course or program is the earliest date, supportable with evidence, which satisfies the practice conditions. The Active Date is no earlier than the date the school assigns a student to a course through registration, enrolment, or class configuration mechanisms.

Admission Policy

PURPOSE: to ensure Kleos is a good fit for the student and family, and to collect required documentation

POLICY:

Kleos Open Learning (DL) accepts students of all races, colours, and creeds, without regard to gender or sexual orientation, with the approval of the Intake Team, upon submission of a completed application package and successful completion of the admissions procedures.

1. Students will be registered or enrolled using official school forms.
2. The Principal will ensure that the registration/enrollment date is entered on application forms as applicable, which must be signed.
3. For students not born in Canada, the following must be presented and documented on the appropriate form:
 - a. proof of citizenship or landed immigrant or refugee status (such proof may include birth certificate, citizenship papers or card, student visa, landed immigrant or refugee papers from Canada Immigration).

Procedure for School-aged Learners

1. Admission is based on the need of the student and the fit between the student/family and Kleos.
2. Application does not guarantee admission.
3. When a prospective student or family contacts the school, the Intake Coordinator will conduct an initial interview to broadly determine if the student and family might be a good 'fit' for Kleos Open Learning (DL)'s model of educational delivery.
4. If a good fit is determined, the school will deliver an Application Package to the family that includes agreements that parents/guardians and/or learners commit to (e.g., FSA participation, etc.), and clearly outlines any and all fees. The student and family are required to fill out the Application Package in full and return the documents, along with any and all supporting documentation, to the school office (admissions@kleos.ca) before any student may be considered for admission to the school.
5. Supporting Documentation includes a copy of the student's birth certificate, proof of residency (e.g., driver's license, current utility bill, etc.), the most recent report card, and, where applicable, any assessments that identify special education needs.
6. Parents wishing to register their home school children with Kleos must complete the K-12 Application Form for Registered Home Schoolers. The documents must be completed and arrive at the Kleos offices no later than September 30 of the current school year.

Procedure for Adult Learners

1. Admission is based on the need of the student and the fit between the student and Kleos.
2. Application does not guarantee admission.
3. When a prospective adult learner contacts the school, the Intake Coordinator will conduct an initial interview to broadly determine if the adult learner might be a good 'fit' for Kleos Open Learning (DL)'s model of educational delivery.
4. If a good fit is determined, the school will deliver an Application Package to the adult learner that includes agreements that adult learners commit to, and clearly outlines any and all fees. The adult learner is required to fill out the Application Package in full and return the documents, along with any and all supporting documentation, to the school office (admissions@kleos.ca) before any student may be considered for admission to the school.
5. Supporting documentation includes a copy of the learner's birth certificate, proof of residency (e.g., driver's license, current utility bill, etc.), the most recent report card (if available), and, where applicable, any assessments that identify special education needs.

Administration of Medication Policy

PURPOSE: The purpose of this policy is to provide guidelines for adults administering medication to students during program hours.

PREAMBLE: The dispensing of medication to a student is primarily the responsibility of the parent or guardian. The Board recognizes, however, that from time to time, a student enrolled with Kleos may have a medical concern that requires, or may require, regular or emergency treatment during program hours, while supported by a service provider.

POLICY:

Staff should be aware that the board and its staff have a “duty of care” under common law. If, therefore, Kleos is aware that a medication must be administered during program hours by a service provider or staff member, the school administrator should take immediate steps to implement the procedures outlined below. **Until these can be arranged, medication should not be administered at school, even though this may result in a child being absent from programming for a short period of time. The parent or guardian should be informed, if necessary, that the school cannot accept this responsibility in the interests of the health and safety of the child until proper arrangements are made for the required medical authorization, instructions, and supervision.**

To help ensure the highest level of safety and well-being of the student, the following guidelines and procedures are to be adhered to:

ADMINISTRATIVE GUIDELINES

1. Administration (or supervision of self-administration) of short or long-term medications to students should occur only if the following conditions are met:
 - a. A parent or guardian requesting the school’s assistance in administration of medication during program hours is responsible to ensure:
 - i. Written authorization from the attending physician
 - ii. All medications are provided
 - iii. Parent / guardian signature
 - iv. Completion of the “**Request for Administration of Medications**” form
 - b. The medication is prescribed by a physician, is required to be administered during program hours, and is contained in the pharmaceutical container which has the child’s name, physician’s name, medicine dosage and date listed.
 - c. The signature(s) of the appropriate school staff designated to be responsible for administering or supervising the administration of medications is provided.
2. The public health nurse can be consulted on administration of medication if required, i.e. EpiPen

ADMINISTRATIVE PROCEDURES

1. The parent or guardian will obtain from the school office and complete a **“Request for Administration of Medication”** form giving all pertinent information relative to their child’s medication or physical needs. The student’s attending physician must complete the “Prescribing Physician” section of the form.
2. The school administrator will ensure that a medication plan of action is developed for the daily care of the student. The medication plan of action shall include the following:
 - a. the names of staff members responsible for the administration of the medication - when the nature of the administration of the medication requires training, more than one staff member will be trained in order to provide a staff member in cases of absence or unavailability
 - b. the location of the secured medication
 - c. recording procedures (use “Administration of Medication Record” form)
 - d. other pertinent information.
3. When training is necessary, it is the responsibility of the school administrator to contact the public health nurse to arrange appropriate training for all personnel involved in the administration of medication and to ensure their attendance when the training is scheduled.
4. It is the responsibility of the school administrator to ensure that a master list of students who use medication(s) and the original **“Request for Administration of Medication”** form(s) is returned by parents and guardians.
5. Where medication administration is associated with life-threatening situations (Medical Alert), a copy of the “Request for Administration of Medication at School” form will be kept in the School Health Resource Book “Medical Alert” section which is readily available to all staff.
6. A copy of the “Administration of Medication Record” form will be stored with the medication.
7. The completed “Administration of Medication Record” form will be archived with the “Request for Administration of Medication at School” form.
8. All changes in medication should be reviewed as needed by the Administrator and may require the completion of a new “Request for Administration of Medication at School” form.

Anaphylaxis Policy

PURPOSE: to ensure the health and safety of students with anaphylactic allergies

1. This policy is only applicable when the student is in the care of Kleos Open Learning (DL) or its employee(s).
2. Kleos employees are trained annually on EpiPen administration
 - a. Kleos requires staff to complete Allergy Aware training annually - allergyaware.ca/courses. Training is virtual.
3. Medical alert plans are in place for students with anaphylactic allergies
 - a. Plan includes emergency contact info (care card, emergency contact number(s), doctor's name and number)
 - b. Warning signs/symptoms
 - c. Instructions on how to respond/seek treatment
 - d. Physician signature
 - e. Parent/guardian signature
4. In the event that a student experiences an anaphylactic reaction while under the supervision of a Kleos employee, the Kleos employee will:
 - a. follow the instructions on the student's medical alert plan, including administering an epinephrine injection (if applicable)
 - b. arrange for immediate medical attention
 - c. notify the primary caregiver
 - d. notify the school principal

Appeal Policy

UPDATED: September 24, 2020

PREAMBLE: Independent Magnet Schools Society is a member in good standing with the Associate Member Society (AMS) and of the Federation of Independent Schools Associations. As such, the services of an AMS Ombudsperson is available to assist with ensuring procedural fairness and an effective appeals process.

POLICY: Kleos will make the process of appealing to the AMS Ombudsperson available to any student, parent or legal guardian of a student, affected by a decision, recommendation, act or omission of Kleos or Independent Magnet Schools Society, who feels their complaint has not been justly resolved by the Board of Independent Magnet Schools Society.

RELATED PROCEDURES AND PRACTICES:

Associate Member Society Schools' Ombudsperson Policy (Approved by AMS Board August 27, 2019)

Preamble: The Associate Member Society of FISABC (AMS), in cooperation with the Federation of Independent School Associations (FISA), and in consultation with the Independent Schools Branch of the BC Ministry of Education, has established the position of Independent School Ombudsperson (Ombudsperson), to investigate complaints made by persons affected by a decision, procedure, act or omission of an independent school or school authority that is a member of AMS.

The Ombudsperson is appointed by AMS to assist those persons who, having exhausted all avenues of redress, appeal or review provided by an independent school or school authority, wish to make a complaint pursuant to this Policy.

Jurisdiction: The Ombudsperson is authorized, in response to a complaint, to undertake an investigation, and make a recommendation to a school or school authority, in an attempt to resolve a complaint. If the recommendation of the Ombudsperson does not result in a resolution of the complaint, the Ombudsperson may deliver a written report to the school. The school may comply with or respond to the written report. If the school does not comply with the written report, or if the Ombudsperson is not satisfied with the school's response to the written report, the Ombudsperson may issue a further report setting out the circumstances to AMS and to FISA.

The Ombudsperson is not an arbitrator and does not have the ability to make a binding decision with respect to a complaint. It is intended that the Ombudsperson provide an objective opportunity for investigation of a decision, procedure, act or omission of a school.

Definitions

- “Complaint” means a complaint made in writing pursuant to this Policy;
- “Complainant” means a person or persons who make a Complaint pursuant to this Policy;
- “Investigation” means an investigation undertaken by the Ombudsperson pursuant to this Policy;
- “Recommendation” means a recommendation made by the Ombudsperson to a School pursuant to this Policy;
- “Written Report” means a written report delivered by the Ombudsperson to a School and Complainant pursuant to this Policy

Appointment of the Ombudsperson: The School Ombudsperson for AMS is a person appointed by the AMS and approved by the Board of Directors who is qualified through training and experience to act as an impartial investigator of complaints pursuant to this policy.

The current AMS Ombudspersons are:

- Robert G. Kuhn bkuhn@kuhnco.net 604-864-8877
- Heres Snijder Hopehelphealing2015@gmail.com 778-680-4977

Making a complaint: Any student, parent or legal guardian of a student affected by a decision, recommendation, act or omission of an independent school or school authority may ask the Ombudsperson to conduct an Investigation of a complaint.

A Complaint must be in writing (using the Ombudsperson Request Form) setting out the basis for the Complaint in reasonable detail. The Complaint must set out the disputed decisions, procedures and actions of a School on the basis of one or more of the following:

- a) the Complainant was treated in a manner contrary to the principles of natural justice, or related to the application of arbitrary, unreasonable or unfair procedure;
- b) that the School applied a policy incorrectly or inconsistently;
- c) that the decision, procedure or action was contrary to the philosophy and mission of the School;
- d) acted for an improper purpose;
- e) failed to give adequate and appropriate reasons in relation to the nature of the matter;
- f) was negligent or acted improperly;

- g) there was unreasonable delay in dealing with the subject matter of the Investigation.

The Complainant must agree at the time of making the complaint to accept the Ombudsperson as an unbiased party in the complaint and not to compel the Ombudsperson to give evidence in a court or in other proceedings of a judicial nature in respect of anything coming to the Ombudsperson's attention in the course of investigating of the Complaint. If the Complainant does not accept the Ombudsperson as an unbiased person in the matter in dispute, the Complainant may ask the AMS to designate another Ombudsperson for that matter.

Powers of the Ombudsperson: The Ombudsperson has the power to investigate a complaint despite any provision in the independent school's policy or procedures that a decision, recommendation, or act is final or that no appeal lies in respect of it.

The Ombudsperson cannot investigate a matter related directly or primarily to the employment, dismissal, reprimand or punishment of a person employed by the school.

The Ombudsperson is not authorized to investigate a decision, recommendation, act or omission in respect of which (a) litigation has been commenced and is outstanding; or (b) there is a right of appeal, objection, or review until after that right has been exercised.

The Ombudsperson may refuse to investigate or cease to investigate a complaint if, in the sole discretion of the Ombudsperson, it is reasonable to do so.

The Ombudsperson may receive or obtain information from a person in the manner the Ombudsperson considers appropriate and at the Ombudsperson's discretion may conduct a hearing.

Procedures: A Complaint referred to the Ombudsperson must be in writing. If the Ombudsperson commences an Investigation, the Ombudsperson must notify the independent school or school authority affected and any other person as determined by the Ombudsperson, that the Ombudsperson considers appropriate to notify in the circumstances of the name of the Complainant and the nature of the Complaint.

If, during an Investigation, the Ombudsperson decides to hold a hearing, the Complainant, the school, and any other affected persons must be given notice of the hearing and given the opportunity to make representations.

A person is not entitled as a right to a hearing before the Ombudsperson. The Ombudsperson may determine the scope, procedures, location and limitations applicable to a hearing.

If the Ombudsperson decides not to conduct an Investigation or further investigate a Complaint, or, if at the conclusion of the Investigation, decides that the Complaint has not been substantiated, the Ombudsperson must record the decision in writing and notify both the Complainant and the school as soon as is reasonable of the decision and the reasons for it.

Upon completion of an Investigation the Ombudsperson shall provide a Written Report of Recommendations to the school and Complainant.

The Ombudsperson may request the school or school authority to notify the Ombudsperson of any steps which have been taken to give effect to the Recommendation or, if no steps have been or are proposed to be taken, the reasons for not giving effect to the Recommendation.

If the school or school authority does not act on the Ombudsperson's Recommendation within a reasonable period of time, the Ombudsperson shall report the Ombudsperson's original Recommendations and the school's response, if any, to the AMS and to the FISA.

An Investigation under this Policy must be conducted in private unless the Ombudsperson considers that there are special circumstances in which public knowledge is essential in order to further the Investigation.

Confidentiality: Unless the person who provides the information to the Ombudsperson authorizes its disclosure, the Ombudsperson will hold in confidence all information that comes to his or her attention in performing his or her duties, provided that such information is designated, or is reasonably intended to be, confidential.

Fees: All costs associated with the Ombudsperson process set out in this policy will be paid by the school.

They have been agreed upon to be \$200-\$250 per hour. Should the process reach ten hours of arbitration the Ombudsperson will consult with the school authority to determine continuation options.



Associate Member Society

of FISABC
info@AMSoFISA.ca
 604.684.6023

OMBUDSPERSON REQUEST FORM

(form for person seeking ombudsperson services)

Name:

Address:

City: _____ Province: _____ Postal Code: _____

Phone Number: _____ Email: _____

What is the best time for the Ombudsperson to call you?

1. Give the name of the school authority and independent school you are requesting assistance with (please be as exact as you can be).

2. Give the names of the people you have dealt with there. Give any job titles, phone numbers or school business address that you have for them.

3. State your situation. State what you have done to try and resolve the dispute yourself. Please give us any file or reference numbers and the dates these things happened.

4. The Ombudsperson will only consider a request if the school’s appeal process has been completed. Did you ask the independent school or school authority for an appeal, or apply for a review?

YES NO

If yes, when was the last appeal or review, and what was the result?

5. Why do you believe the actions of the independent school or school authority are unfair?

6. What do you want to happen? Describe the result or outcome you wish to occur.

7. If you consider the matter urgent, explain why.

As a matter of procedural fairness, a copy of this form will be given to the involved independent school.

Your Signature: _____ . Date: _____

Send form to:

Ombudsperson Name:

Ombudsperson Email:

Assignment Grading and Resubmission Policy

PURPOSE: to outline how assessment is managed and how students can request a re-assessment

1. All student submissions will be assessed according to established rubrics, standardized or assignment-specific rubrics.
2. The teacher will assess each submission based on expectations appropriate for the student's grade level and ability, with reference to the applicable rubric.
3. Any marks deducted for reasons not related to the actual assignment, for example marks deducted for late submission, must be clearly indicated.
4. If a student feels that a mark received for a submitted assignment is unfair, the student may request a re-assessment of the assignment up to 2 times.
 - a. A re-assessment must be requested in writing to the principal.
 - b. The student submission, along with the applicable rubric, will be re-assessed by a different teacher also qualified to teach the applicable subject.
 - c. The results of both assessments will be reported to the principal who will issue the final grade for the assignment.

Assistive Technology Policy

PURPOSE: to inform practice regarding assistive technology for students and families enrolled with Kleos

1. In order to be enrolled with Kleos Open Learning (DL), students and parents are required to have a working computer in the home, internet access, and a method of submitting learning samples (scanner, app on iPad, etc.).
2. Kleos can provide assistive technologies that support a student with a diagnosed Special Education need, so the student can access British Columbia curriculum as per the student's IEP.
3. The Administration team facilitates and monitors the loan of school-owned equipment in accordance with the requirements of the student's IEP, and provides a *Special Education Assistive Technology Parent Loan Acknowledgement* Form to the student's parent/guardian.
4. The Teacher provides necessary accommodations to meet individual student's needs based on the IEP, and ensures the assistive technology provided is incorporated into the student's learning plan to support the goals outlined in the student's IEP.
5. The student's parent ensures the signed *Special Education Assistive Technology Parent Loan Acknowledgement* form is returned to the school and follows the directions and learning program developed by the student's teacher.
6. Assistive technology is returned to the school when requested, or upon student withdrawal from Kleos Open Learning (DL).
7. Assistive technology is treated with respect and appropriate care at all times.
8. The "Parent Acknowledgement" section of the *Special Education Assistive Technology Parent Loan Acknowledgement* form highlights assistive technology expectations:
 - a. The assistive technology (specified for each student) provided to student is, and always shall be, the property of Kleos Open Learning (DL).
 - b. The assistive technology (specified for each student) is provided, and will be used exclusively, as a learning tool to support the goals identified in student's IEP.
 - c. If the assistive technology (specified for each student) is connected to the Internet, parent will ensure proper monitoring of such that student is not exposed to any content that is inappropriate for student's age, or that which is not in support of student's learning program
 - d. Parent will take due care and attention to care for the assistive technology (specified for each student) such that it will not become damaged or worn beyond general wear and tear or unforeseen accidents
 - e. Parent will return the assistive technology (specified for each student) when requested by Kleos Open Learning (DL)
 - f. The assistive technology (specified for each student) will not be provided until the *Special Education Assistive Technology Parent Loan Acknowledgement* form is signed and returned to Kleos Open Learning (DL)

Cash Payment Policy/Anti-Money Laundering Policy

Effective Date: October 1, 2020

PURPOSE: The purpose of this policy is to mitigate the risks associated with accepting cash as payment for tuition and other related fees, goods, and services, and to align with anti-money laundering requirements under the *Proceeds of Crime (Money Laundering) and Terrorist Financing Act*.

The School is committed to detecting and preventing any money laundering activities and to ensuring that it does not become involved in any arrangements involving criminal or terrorist property.

In order to fulfil this commitment, the School has established procedures for assessing the risk of financial crime, for internal reporting of suspicious activities and for making suspicious transaction reports to the relevant agencies if necessary.

This Policy applies to all employees of Kleos Open Learning, (the “School”).

POLICY: The School will ensure that adequate cash handling and record keeping practices are followed. Where risk factors are identified, the School will ensure that the identities of parents, guardians or other persons making any substantial cash payment to the School are satisfactorily verified.

PROCEDURES: The School will accept the following payment types for tuition payments, deposits, and fees:

- cheque
- pre-authorized debit
- credit card
- money order or bank draft
- online banking payment
- cash (up to a maximum amount of \$500.00).

The School will accept payment from the following financial institutions:

- The Bank of Montreal (BMO)
- Canadian Imperial Bank of Commerce (CIBC)
- The Bank of Nova Scotia (Scotiabank)
- Royal Bank of Canada (RBC)
- TD Canada Trust (TD)
- All cooperative credit societies, savings and credit unions incorporated under the British Columbia *Credit Union Incorporation Act*
- All banks incorporated, formed, or authorized under the *Bank Act* of Canada.

Receiving Cash Payments

The School will not accept cash payments in excess of \$500.00 in a single transaction for any purpose. All parents and guardians should be encouraged to pay tuition, deposits, and supplemental fees through an alternative payment method such as online banking.

If any employee is offered funds that he or she knows or suspects are criminal property or may represent terrorist finance, or if he or she receives any unusual request to receive or transfer money, it will be reported immediately, in accordance with the Reporting section of this Policy, to the Kleos Financial Officer (the “Reporting Officer”) who will, if appropriate, contact the Financial Transactions and Reports Analysis Centre of Canada (“FINTRAC”), police or other relevant agency.

Refund Procedures:

Refunds will be issued only in accordance with the School’s refund policy.

Cash payments will be refunded by cheque made payable to the parent or guardian of the student. All other refunds will be made to the original form of payment unless otherwise approved by the Financial Officer.

All requests for a refund in cash following a payment by credit card, wire transfer, cheque, etc., will be reported to the Reporting Officer (Financial Officer).

Suspicious Transactions:

Employees will evaluate the source of funds that are paid to the School and be alert to unusual patterns of behaviour or activities that may indicate the possibility of money laundering or other terrorist financial crimes. It is not possible to produce an exhaustive list of the matters that might give rise to a suspicion of money laundering or other terrorist financial crime. It is therefore important that employees use their own judgment when looking at any business relationship or transaction. Facts, context and money laundering/terrorist financing indicators need to be assessed to determine whether there are reasonable grounds to suspect that the transaction is related to the commission or attempted commission of a money laundering/terrorist financing offence.

The following are some possible money laundering/terrorist financing indicators:

- **Transactions:** The parent, guardian or payer engages in multiple transactions conducted below the reporting threshold within a short time period, makes inquiries that would indicate a desire to avoid reporting, or exhibits knowledge of reporting thresholds.
- **Structures:** Payments involving complex or illogical arrangements that make it unclear who is making the payment or appear to be structured to avoid identification or reporting thresholds.
- **Third parties:** Payment of school fees or involvement by companies, trusts, off-shore entities or other third parties with no obvious relationship to student. The parent, guardian or payer appears to be collaborating with others to avoid client identification or reporting thresholds.
- **Assets:** There are reasons to doubt the ability of a person to have a legitimate source for the funds.
- **Identity:** The parent, guardian or payer has taken steps to hide their identity or is difficult to identify. The parent, guardian or payer uses a post office box or general delivery address where other options are available. There are doubts about the honesty, integrity, identity or location of the parent, guardian or payer.

- **Behaviour:** The parent, guardian or payer seems unusually anxious to complete a transaction, is unable to justify why they need to make a payment quickly, requests a cancellation, reversal or refunds of earlier transaction or makes overpayment for no good reason.
- **Documents:** Information or documentation is withheld by the parent, guardian or their representative or appears falsified. Cash payments are made using old, smelly or extremely dirty bills.

Reporting:

Employees of the School will make a report to the Reporting Officer, as soon as reasonably possible, where they have knowledge or suspicion, or where there are reasonable grounds for having knowledge or suspicion, that another person is engaged in money laundering, or that terrorist property exists (“Suspicious Transaction Report”).

Your report should include as much detail as possible including:

- Full available details of the people, and organizations involved including yourself and other members of staff if relevant.
- Full details of transaction and nature of each person’s involvement in the transaction.
- Suspected type of money laundering activity or use of proceeds of crime with reasons for your suspicion.
- The dates of any transactions, where they were undertaken, how they were undertaken, and the likely amount of money or assets involved.
- Information on any investigation undertaken to date, including whether the suspicions have been discussed with anyone and if so on what basis.
- Whether any aspect of the transaction(s) is outstanding and requires action to progress.
- Any other information that may help the Reporting Officer judge the case for knowledge or suspicion of money laundering and to facilitate any external report.

Once you have reported your suspicions to the Reporting Officer, you will follow any instructions provided. You will not make any further enquiries unless instructed to do so by the Reporting Officer. Any further transactions or activity in respect of the person in question, whether or not it is related to the matter that gave rise to the original suspicion, should be reported to the Reporting Officer as they happen, unless and until the Reporting Officer has confirmed that no report to the FINTRAC is to be made.

The Reporting Officer will consider all Suspicious Transaction Reports and will make an external report to the FINTRAC (who will undertake any necessary investigation) as soon as is practicable if he/she considers that there is knowledge, suspicion or reasonable grounds for knowledge or suspicion, that another person is engaged in money laundering, or that terrorist property exists, even if no transaction takes place (“FINTRAC Report”). All FINTRAC Reports will comply with FINTRAC reporting requirements.

Record Keeping Practices:

All Suspicious Transaction Reports will be documented, either on paper or electronically. All enquiries that are made within the School in relation to any Suspicious Transaction Report should also be recorded. The School will keep details of actions taken in respect of Suspicious Transaction Reports, including details of information considered by the Reporting Officer in respect of a Suspicious Transaction Report where no external FINTRAC report is made. The School will also keep a copy of any FINTRAC Reports and associated evidence and documentation.

All information, evidence and reports with respect to Suspicious Transaction Reports, FINTRAC Reports, and identification and verification of individuals will be kept by the School for a minimum of five years.

Cash Handling:

The School will establish responsibility and describe the minimum requirements for cash handling.

The following procedures will be followed by employees when handling cash:

- Cash will be stored in a locked and secure location until the funds are deposited.
- Cash should be deposited on a daily basis. Where this is not possible and providing amounts are minimal, funds will not be held for longer than one week.
- Collection of cash, deposit preparation, and reconciliation duties will be performed by separate individuals to the extent possible, to ensure the safeguarding of cash. At minimum, deposit preparation and reconciliations are to be completed by separate individuals.
- Cash receipts will be reviewed and reconciled to ledger accounts on a timely basis to ensure they have been correctly recorded. Accounting adjustments to ledgers will also be made on a timely basis.
- Cash shortages or other discrepancies should be reported immediately to the Financial Officer.

Review:

This Policy will be reviewed and updated as needed, but at least annually.

Child Abuse Policy

PURPOSE: to appropriately respond to child abuse concerns

1. Kleos Open Learning (DL) believes that children, as a matter of right, should be safe, secure, and cared for adequately. While parents have primary responsibility to ensure the welfare of their children, the School and its employees have a particular responsibility beyond that of the general public. Therefore, it is the obligation of all Kleos Open Learning (DL) personnel to be guided by the Child Welfare Act with respect to child abuse and to report any suspected cases to Family Services and/or the RCMP. For more information, please see the [B.C. Handbook for Action on Child Abuse and Neglect](#)

2. What is Child Abuse and Neglect?

The following definitions are adapted from The BC Handbook for Action on Child Abuse and Neglect (pages 23-25):

- a. Physical Abuse: a deliberate, non-accidental physical assault or injury by an adult or significantly older or more powerful child that results in, or is likely to result in, physical harm to a child.
- b. Sexual Abuse: the use of a child for sexual gratification by a person in a position of trust and/or authority, or by a significantly older or more powerful child. It includes sexual touching, menacing or threatening sexual acts, obscene gestures, or deliberate exposure of the child to sexual activity or material.
- c. Emotional Abuse: a pattern of destructive behaviour or verbal attacks by an adult on a child. Typical behaviours may include rejecting, terrorizing, ignoring, isolating, humiliating, insulting, scapegoating, exploiting or corrupting a child.
- d. Neglect: failure to provide for a child's basic needs: food, clothing, adequate shelter, supervision and medical care. Neglect is the form of abuse most frequently reported to the Ministry of Children and Family Development.
- e. Sexual Exploitation: permitting, encouraging or requiring a child to engage in conduct of a sexual nature for: stimulation, gratification or self-interest of another person; prostitution; or production of material of a pornographic nature.

3. What to Watch For

- a. There are two main types of signs –disclosures and indicators. You should be prepared to recognize and respond to both types of indicators. Disclosures may be direct – the child tells you that they are experiencing abuse or neglect – or they may be indirect – through their behaviours, emotions, art, writing, appearance, inquiries or discussions about fears, concerns or relationships. They may also divulge information through indirect statements, statements with conditions, or third-party statements.
- b. Indicators of various forms of abuse include:
 - i. unexplained bruising or pattern bruising (bruises resemble a hand-print, e.g.)

- ii. age-inappropriate sexual knowledge or behaviour
 - iii. regression behaviour
 - iv. flinching when touched
 - v. reluctance to go home
 - vi. running away
 - vii. excessive fear of consequence
 - viii. extreme behaviours
 - ix. depression
 - x. changes in school behaviour or performance
- c. None of these indicators need be conclusive in or of themselves, but they may indicate child abuse, and warrant careful attention and observation.

4. **Obligation**

- a. As a service provider, your role is to be aware of, and alert to, signs of child abuse or neglect. If you have reason to suspect that a child has been, or is likely to be, at risk for abuse or neglect, you have a duty to report your concern to a child welfare worker. If the child is in immediate danger, call police first.

5. **Duty to Report:**

- a. The Child, Family and Community Service Act states “anyone who has reason to believe that a child has been or is likely to be abused or neglected, and that the parent is unwilling or unable to protect the child, **must** report the suspected abuse or neglect to a child welfare worker.” It is not sufficient to report the matter to a colleague or the principal.

6. **Reporting Facts:**

- a. You don’t need proof to make a report
- b. It doesn’t matter if you think others are reporting the incident – please report it
- c. Your duty to report outweighs your duty of confidentiality
- d. It doesn’t matter if a child welfare worker is already involved with the child – report the incident

7. **Reporting Details:**

- a. Your name, phone number, and your relationship to the child
- b. The child’s name and location
- c. Immediate safety concerns
- d. Why you believe the child is at risk
- e. Statements and disclosures given by the child
- f. The child’s age and vulnerability
- g. Family and parents’ information
- h. The alleged offender’s information
- i. Information about agencies/people involved with the child/family
- j. Potential witnesses’ information
- k. The child’s disabilities
- l. Any other relevant information

8. **When to call the Police:**

- a. Contact the police first if the child is in immediate danger, and/or a criminal offence against a child has been or is likely to be committed. After the

police have been called, you can report your concerns to a child welfare worker.

9. How to Contact a Child Welfare Worker:

- a. **At any time: 310-1234** (no area code is needed)
- b. **During Working Hours**
 - i. Monday to Friday, 8:30am – 4:30pm call the local Ministry of Children and Family Development office listed in the blue pages of the telephone book or online [MCFD Local Offices](#)
 - ii. The local Delegated Aboriginal Child and Family Services Agency listed in the white pages of the telephone book or online at [Family and Social Supports](#)
- a. **After Hours**
 - i. Monday to Friday, 4:30pm - 8:30am, weekends, and statutory holidays, call:
 1. Vancouver, North Shore, Richmond – 604 660-4927
 2. Burnaby, Delta, Maple Ridge, Langley – 604 660-8180
 3. any community in B.C. – 1 800 663-9122

10. Appointed School Official

- a. The principal is the appointed school official responsible for working with child welfare workers in the event that a child has been harmed by someone who works or volunteers at the school or for any Kleos contract worker.
- b. In the event that the principal is implicated in an incident of suspected child abuse, the Director of Schools is the alternate school official responsible for working with child welfare workers.

Code of Conduct Policy

PURPOSE: Kleos works to provide a positive and welcoming culture that promotes learning. Our school works to prevent problems through community building, fostering respect, inclusion, fairness and equity with the goal of promoting respect, safety, and kindness for all students, staff, families, and community members connected to Kleos. This code of conduct promotes a safe, caring and orderly learning environment. The Code of Conduct also meets the Provincial requirements set out by the Ministry of Education B.C. “Boards must, in accordance with this order, establish one or more codes of conduct for the schools within their school district and ensure that the schools within their school district implement the codes” (*Safe, Caring, and Orderly Schools: Guide A*, 2008, pg. 15).

The Kleos Code of Conduct will:

- Establish a safe learning environment that is both warm and empathetic to each and every student
- Outline professional boundaries and behaviours for staff and teachers
- Promote a respectful culture of diversity and inclusion for all
- Maintain privacy and confidentiality
- Ensure that Kleos is represented in a positive manner in the community
- Create a collaborative environment of 360-degree communication across all stakeholders

1. Student Behaviour

- Demonstrate respect for yourself and others
- Create positive interactions between yourself and others
- Engage to the best of your ability in all learning activities
- Respect the physical space of others
- Help to create a safe space for the expression of others’ thoughts and opinions
- Be honest and truthful

2. Unacceptable Student Behaviours

- Behaviour that disrupts the learning of others
- Behaviour that has potential to cause harm, or jeopardizes safety of self or others
- Any act that could be interpreted as bullying, harassment or intimidation
- Behaviours with malicious intent
- Illegal acts: possession of illicit substances, weapons, theft, or damage

3. Student Responsibilities

- Inform an adult of incidents of bullying, harassment, intimidation, or other safety concerns
- Commit to maximize personal potential
- Commit to self-regulate own behaviour to best of ability
- Provide positive support to other students, teachers or mentors when possible

4. Staff & Third Party Behaviour

- Ensure that all students, parents, employees, and third parties that interact with Kleos are protected from discrimination on the basis of: Race, National or Ethnic Origin, Colour, Religion, Age, Sex, Sexual Orientation, Marital Status, Family Status, Disability or Conviction that has been pardoned.
- Act in a professional manner at all times while interacting with any other stakeholders
- Perform all duties and responsibilities to best of ability
- Contribute effectively to growth, reputation and success of school
- Follow all policies and procedures

5. Staff & Third Party Responsibilities

- Wherever possible ensure that responses to unacceptable conduct are consistent and fair and disciplinary action is preventative and restorative, rather than punitive
- Encourage students to participate in the development of meaningful consequences for violations of the established code of conduct
- Ensure all training and certifications required to perform job are valid and up-to-date
- Promote an environment of safety and well-being to others
- Inform other parties of serious breaches of the Code of Conduct, e.g.
 - Parent of offender
 - Parent of victim
 - Kleos Director of Schools (Michelle Deighton-Hussey)
 - Police and/or other agencies - as required by law

6. Parent Behaviour and Responsibilities

- Demonstrate respect for yourself, staff, teachers, and community members
- Create positive interactions between yourself and others
- Engage to the best of your ability in your child's learning
- Help to create a safe space for the expression of others' thoughts and opinions
- Be familiar with Kleos policies

Note 1: All behaviours listed, both acceptable and unacceptable, are examples and not an all-inclusive list

Note 2: Special considerations may apply if a student is unable to comply with the expectations due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Communication Policy

PURPOSE: to ensure that teachers and students/families maintain regular communication

1. Teachers are in weekly contact with families using a variety of methods: email, telephone, Zoom, etc.
2. If a teacher has communicated with a grade K-7 student/family using a variety of methods, and receives no communication for two weeks, the teacher informs the principal, so the principal can follow-up with the family.
3. The principal emails the family and reminds them that weekly contact between teachers and students/parents is key to the success of our DL program, and that in order to remain enrolled with Kleos Open Learning (DL) they will need to re-establish weekly communication.
4. If the family with a grade K-7 student does not respond to the principal's email within a reasonable time (2-3 days), the principal will follow-up by telephone.
5. If the principal continues to receive no response within a reasonable time (1 week), the principal will draft an email informing the family that their grade K-7 child(ren) has (have) been withdrawn from the program. A registered letter is also mailed to the family.

Communication Between Teacher and Special Education Service Provider Policy

PURPOSE: to ensure that teachers and service providers maintain regular communication

1. Prior to services starting, teachers must "meet" (phone, email or in person) with each service provider to provide direction for the upcoming sessions.
2. Service providers must communicate with teachers on a weekly basis using the tracking system provided by the teacher.
3. Service providers must track progress in relation to the IEP goals using the tracking system provided by the teacher.

Confidentiality Policy

PURPOSE: to instruct Kleos employees on how to safeguard confidential information

1. Kleos Open Learning (DL) employees sign an annual contract acknowledging that:
 - a. in the course of performing and fulfilling their duties, they may have access to and be entrusted with confidential information concerning Kleos students
 - b. the disclosure of any of such confidential information will be a breach of ethical, professional, and legislative requirements.
2. Employees are instructed to limit the use of any information regarding Kleos students, and that maintaining the confidentiality of such information constitutes a right and responsibility, which the Employer is entitled to protect. Accordingly, employees covenant and agree with the Employer that they will not, during the continuance of their contractual agreement, nor for two years following, disclose any of such confidential information to any person, firm or corporation, except as required in the normal course of their employment, and thereafter they shall not disclose or make use of the same; doing so is cause for immediate termination.

Course Challenge Policy

PURPOSE: to outline the steps to give students credit for learning acquired elsewhere

1. A Kleos Open Learning (DL) student may obtain credit for a course when they can demonstrate appropriate learning acquired elsewhere. Challenge is intended to acknowledge student learning so that students do not have to participate in courses that would be repetitive for them. Students who are enrolled with Kleos Open Learning (DL) may Challenge to receive credit for Ministry-Developed or BAA Grade 10, 11, or 12 courses.
2. To determine a successful Course Challenge, it is necessary that:
 - a. A student give compelling evidence that he or she will succeed in a challenge;
 - b. A student obtain at least a C- (50% minimum) grade/score in the challenge assessment;
 - c. A student fills out the **Course Challenge Application** which is then reviewed and approved by the **Kleos Principal** or **High School Vice Principal** .
 - d. A student submits **a variety of evidence** to demonstrate prior learning, including but not limited to;
 - Hands-on demonstrations
 - Video recordings
 - Oral performances
 - Interviews
 - Written examinations (not Provincial Exams)
 - Presentations of a collection of work
3. If Kleos Open Learning (DL) is unable to complete a student's challenge, an appropriate outside professional may be utilized for assessment.
4. The results of the Challenge process will be communicated in writing to the student and placed within their Permanent Student File.

Course Equivalency Policy

PURPOSE: to outline steps to give students credit for learning courses outside the BC school system

Kleos Open Learning (DL) will honour courses taught outside the British Columbia school system that substantially match the learning outcomes of the Ministry-Developed or Board/Authority Authorized (BAA) Grade 10, 11, or 12 courses through equivalency.

1. Equivalency is only granted for courses and programs that meet the following requirements:
 - a. The course matches approximately 80% or more of the prescribed learning outcomes of a Ministry-Developed course or a BAA course,
 - b. The student provides documentation that the learning outcomes of the course have been successfully completed,
 - c. The course has been taken at another institution or in another Canadian province or territory.
2. To determine equivalency
 - a. A student submits a provincial transcript of final marks and other relevant certificates and documentation to Kleos Open Learning (DL); or
 - b. A student submits a portfolio of work to be assessed along with an interview to discuss outcomes.
 - c. If the course is BC provincially examinable, the student must write the provincial exam.
 - d. Schools determine if they use the percentage from the original course completion or if they use transfer standing (TS).

Course Extension Policy

PURPOSE: to ensure High School students have the opportunity to extend the end date of a course in order to successfully complete the course.

POLICY:

If a student needs to go beyond the original enrollment end date in order to successfully complete a course, the student can file for an extension.

1. Students must be working consistently in the course at the time of the extension request
2. If a student needs to extend beyond one year to complete a course, a fee of \$250 will be implemented and charged at the family's expense
3. The course extension form should be filled out at least 2 weeks prior to the current end date of the student's course
4. All course extensions must be approved by the Kleos Principal and Kleos office
5. If a student does not complete the course requirements by the end of the extension, he/she will receive a final grade for the course based on the work completed

Criminal Record Check (CRC) Policy

PURPOSE: to outline the need for all non-teaching staff to have updated CRCs to work with Kleos students

1. All non-teaching Kleos Open Learning (DL) employees are required to complete a Ministry of Justice Criminal Records Check (CRC)
2. All volunteers are required to complete a Ministry of Justice or an RCMP Criminal Records Check prior to working directly with Kleos students.
3. Service providers who are not Kleos employees are also required to complete a Ministry of Justice CRC in order to work with Kleos students.
 - a. If the Service Provider is a member in good standing of a licensing body related to their professional credential (e.g., Occupational Therapist, Speech and Language Pathologist, etc.), a CRC is not required.
 - b. If the Service Provider has already completed a Ministry of Justice CRC, the service provider is required to share the same with Kleos using the eCRC “Share the Result” process.
 - c. As of June 2012, service providers that do not undergo a CRC as requested will be unable to work with Kleos students and subsequently bill for services.
4. CRCs are tracked and must be updated five years from the issuing date.
5. The cost of CRCs is covered by Kleos.

Critical Incident Policy

PURPOSE: to outline how Kleos staff respond to and report on critical incidents involving Kleos students

The Student's Home

When a critical incident occurs at the student's home, and a Kleos employee or service provider is present, the employee or service provider will:

1. ensure that parents/guardians are aware of the incident.
2. where appropriate, offer advice/guidance on an appropriate response (e.g. go to the hospital, schedule an appointment with your doctor/pediatrician).
3. complete a Critical Incident form (available from principal@kleos.ca by request).

A Public Facility

When a critical incident occurs at a public facility while the student is in the care of a Kleos employee or service provider, the employee or service provider will:

1. ensure a prompt, appropriate response to the needs of the student.
2. inform the parent/guardian of the student of the nature of the incident and the response to the incident, including the identity of the responder(s).
3. complete a Critical Incident form (available from the school office). Ensure that the correct location information for the public facility is entered on the form.
4. where appropriate, include a copy of any documentation/report/advice received from any responder(s) to the incident.
5. where appropriate, include a list of witnesses to the incident.

A Private Facility

When a critical incident occurs at a private facility, (e.g. the home of a piano teacher), the Kleos employee or service provider will:

1. ensure a prompt, appropriate response to the needs of the student.
2. inform the parent/guardian of the student of the nature of the incident and the response to the incident, including the identity of the responder(s), and the nature of the response.
3. complete a Critical Incident form (available from the school office). Ensure that the correct location information for the private facility is entered on the form.
4. where appropriate, include a copy of any documentation/report/advice received from any responder(s) to the incident.
5. where appropriate, include a list of witnesses to the incident.

While In Transit

When a critical incident occurs while the student is in transit in the care of a Kleos employee or service provider, the Kleos employee or service provider will:

1. ensure a prompt, appropriate response to the needs of the student.
2. inform the parent/guardian of the student of the nature of the incident and the response to the incident, including the identity of the responder(s), and the nature of the response.

3. complete a Critical Incident form (found at kol.sharevision.com or available from the school office). Ensure that the correct location information for the private facility is entered on the form.
4. where appropriate, include a copy of any documentation/report/advice received from any responder(s) to the incident.
5. where appropriate, include a list of witnesses to the incident.

Cross Enrollment Policy

PURPOSE: to ensure quality reporting of all student progress

1. Kleos Open Learning (DL) provides educational services to cross-enrolled students.
2. Where Kleos is to be the school of record, the following procedures will be observed.
 - a. On the high school application form, students must indicate courses they wish to take at another school. The High School Vice Principal reviews this request, and informs the student of the mechanism for cross-enrollment.
 - b. In order to effectively manage a student's Graduation Program, Kleos requests the name, contact number, and email address of the guidance counselor from the cross-enrolled high school. If cross-enrolled students are accepted, the following protocol will be followed:
 - i. The request must be made on the Grade 10-12 High School application.
 - ii. An email to the cross-enrolled school will outline how/when to send course/grade information so each school reports accurately on 1701, SADE, and TRAX submissions.
3. Where Kleos is not the school of record, the following procedures will be observed.
 - a. Students must complete the Kleos Open Learning (DL) enrollment documents, indicating which course(s) they wish to take with Kleos.
 - b. The application form must include the name of the school of record, and the guidance counsellor name, email address, and phone number at the school of record.
 - c. Cross-enrolled students are responsible for connecting with their school of record to ensure any courses taken at Kleos will contribute to meeting the student's graduation requirements.
 - d. If the application is successful, the student (and parent/guardian, where applicable) will be informed of the same, and directed to their assigned teacher for ongoing course delivery and communication.

Curriculum Ordering Policy

PURPOSE: to outline teacher responsibility for ordering curriculum to meet the goals of a student's personalized learning plan and Ministry of Education learning standards

1. All educational resource purchases occur:
 - a. directly through the school office.
 - b. Exceptions to this policy must be approved by both the principal (principal@kleos.ca) and the Operations Manager (finance@kleos.ca).
2. Each year, a budget of Educational Credits (1 credit = \$1) is established for teachers to manage third-party resources and services that contribute to meeting the goals of the Personalized Learning Plan (PLP) developed for each student
3. All curriculum resources and educational services must be approved by a student's teacher
4. Wherever possible, Kleos should be directly billed for curriculum or services on behalf of a student. Parents cannot be reimbursed for purchases, so the student's teacher arranges payment for resources or services that cannot be directly billed to Kleos.
5. Kleos will not approve or pay for any educational services ordered or acquired directly by the parent/guardian.
6. As appropriate, resources are ordered to arrive for a late August/early September delivery and a November 1 payment date.
7. The Parent/Guardian Program Funding Commitments on the K-9 enrollment/re-enrollment documents outline how teachers manage third-party resources and services to support the goals and objectives of each student's PLP.

Discrimination Protection Policy

PURPOSE: to protect ALL students from discrimination in DL Schools. To ensure no student is discriminated against based on “race, national or ethnic origin, colour, religion, gender, age, sexual orientation, or mental and physical ability” (Charter of Rights & Freedoms, 1867).

1. Kleos Open Learning (DL) supports learners regardless of their race, national or ethnic origin, colour, religion, gender, age, sexual orientation, or mental and physical ability. We believe each learner is unique and is entitled to an education that supports and encourages their ongoing development.
2. The safety and wellbeing of children enrolled with Kleos Open Learning is of paramount consideration. Children deserve protection from abuse, neglect, bullying, harm or threat of harm. Kleos Open Learning will ensure that children experience a learning environment that enables every child to feel safe, accepted, and respected.
3. No student can be barred from participating in activities based on their race, national or ethnic origin, colour, religion, gender, age, sexual orientation, or mental and physical ability.
4. Kleos Open Learning will continuously develop strategies to make students, staff, and families feel valued, respected, and connected within the school community. This will include the protection of the students’ physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity and expression.
5. If a student, parent, or teacher feels they are being discriminated against, they are asked to contact the principal to share from their perspective of what has happened. The principal will then have the discretion to take any future steps such as a follow-up meeting with all parties involved, a review of policy, etc., and will update parties involved in the situation.

Educational Credits (ECs) Policy

PURPOSE: to outline how teachers manage third-party resources and services to support a student's personalized learning plan and to meet Ministry of Education learning standards

1. As an accredited independent Distributed Learning (DL) school, Kleos Open Learning has significant flexibility in the instructional strategies (methods and materials) used to meet provincial prescribed learning outcomes (PLOs). For each school year, a budget of Educational Credits (1 credit = \$1) will be established for teachers to manage third-party resources and services that contribute to meeting the goals of the personalized learning plan developed for each student.
2. As of February 2014, the Ministry of Education capped the reimbursements DL schools may make available to third-party service providers for learning support materials or resources to learners. Under the new policy, schools may provide a maximum of \$600 for each full-time student (enrolled by the September application deadline). Exceptions to the cap are:
 - a. supporting students with special needs in levels 1, 2, and 3; and categories K, P, Q, and R, in achieving the goals in their Individual Education Plans;
 - b. Career technical centre program courses, and;
 - c. Post-secondary transition program courses.
3. All third-party services are:
 - a. part of the student's educational program, as documented in the student learning plan developed by a certified teacher
 - b. directly reimbursed by the board or authority to the resource/service provider.
4. Teachers plan, deliver, instruct, assess, and report on student learning, so they manage all third-party resources and services.

EDUCATIONAL CREDITS (ECs):

1. For students who enroll with Kleos in sufficient time to be included on the September 1701, Educational Credits are budgeted as follows
 - a. Up to 600 ECs (\$600) are budgeted for K-9 students that enroll in sufficient time to be included on the September 1701 each year. (See the Kleos School Calendar for the specific dates for each report period each year.)
 - b. Up to 300 ECs (\$300) are budgeted for K-9 students that enroll after the September 1701, but prior to the February 1701 submission date.
 - c. 50% of the total ECs for each student are available from Oct 31-Dec 31.
 - d. Remaining ECs are available from January 1- the second Friday in June of the same school year.
2. The parents or guardians of any child withdrawn from Kleos Open Learning (DL) prior to October 1 of any given school year will be indebted to Kleos Open

Learning (DL) for any curricular-related expenses paid by Kleos on behalf of that child

3. No Educational Credits may be spent without teacher approval
4. Core curriculum resources are the priority for Educational Credits. Once core curriculum resources have been arranged, the teacher may budget the remaining Educational Credits for other items that facilitate the goals of the Personalized Learning Plan

Education Policy

PURPOSE: to outline parent/guardian, school, student, and teacher responsibilities, to encourage communication, collaboration, and student success

GENERAL RESPONSIBILITIES OF PARENTS/LEGAL GUARDIANS AND SCHOOL

1. The Ministry of Education has given Kleos Open Learning (DL) the responsibility to:
 - a. develop (in conjunction with parents/guardians) an educational program that is supported and supervised by a British Columbia-certified teacher
 - b. meet provincial standards as outlined in the *Independent School Act*
 - c. provide on-going regular assessments, report cards, provincial letter grades and a permanent student record
 - d. The school and guardians/parents unite to ensure these responsibilities are fulfilled for the benefit of our students.
 - e. Areas of partnership include (but are not limited to):
 - i. Supporting one another
 - ii. Developing a Personalized Learning Plan (PLP) together that meets:
 1. the learning style and needs of the student (teacher resource recommendations form the foundation for the academic program and can be supplemented by guardian/parental input regarding other curriculum resources and community learning opportunities)
 2. Ministry of Education Learning Standards as they apply to the student (i.e., there is flexibility beyond simply meeting the Learning Standards for the students 'grade level')
 - iii. Regular and on-going communication and 'idea-sharing' between parent(s)/legal guardian(s) and teacher regarding student learning. This includes weekly communication, and either monthly learning portfolios and learning logs (grades K-5) or weekly assignments (grades 6-12)
 - iv. In-person visits between teacher and family, including time with parents/guardians and student, for families with students in grades K-5, where possible.

SCHOOL RESPONSIBILITIES

1. The school will provide students with:
 - a. A learning style assessment and profile
 - b. Personalized learning plans to address student needs and interests
 - c. Curriculum materials that meet BC Ministry of Education learning standards
 - d. Ongoing instructional support from BC-certified teachers
 - e. Teacher-led instruction sessions and field trips, as appropriate
 - f. Distributed learning courses (print and computer-based) where appropriate
 - g. Online learning courses where appropriate
 - h. School-approved and -purchased educational materials and services

TEACHER RESPONSIBILITIES

1. Each student is assigned a teacher, or teachers, who will support and enhance the learning process by:
 - a. Maintaining frequent contact with students and parent(s)/guardian(s) via email, CANVAS (learning management system), telephone, and home visits, and/or scheduled group activities as appropriate.
 - b. Developing a Personalized Learning Plan (PLP) with the student and parent/guardian, ensuring the program meets learning standards and learning styles
 - c. Providing and/or approving curricular learning resources
 - d. Adapting and/or modifying curriculum as appropriate
 - e. Providing one-to-one student support sessions as appropriate
 - f. Collecting and assessing student learning samples
 - g. Assessing and reporting on student progress, formally evaluating learning standards and progress 3 to 4 times per year
 - h. Assessing and evaluating based on learning styles, recognizing that students learn at different rates
 - i. In conjunction with the Kleos office, ensuring all exams are written at specified school-approved sites and with school-approved invigilators

PARENT/GUARDIAN RESPONSIBILITIES

2. Parents/Guardians (and students where appropriate) work with teachers to develop a Personalized Learning Plan (PLP) based on the student's Learning Style Profile.
3. In addition, guardian/parents are responsible for:
 - a. Informing teacher of problems with progress or curriculum
 - b. Facilitating the learning process
 - c. Maintaining regular contact with the teacher.
 - i. For parents with children in grades K-12, this contact is at least once each week.
 - d. Developing motivational strategies (through teacher suggestions based on the Learning Style Profile) to keep their child interested and excited about learning
 - e. Setting reasonable daily goals and developing time management strategies with their child to keep them on track
 - f. Working with the teacher to monitor student progress
 - g. Meeting with the teacher as required
 - h. Submitting or assisting child(ren) with submitting learning samples or assignments to CANVAS as outlined by teacher(s), to enable the teacher to assess the student's capability, achievement, and progress in each subject

STUDENT RESPONSIBILITIES

1. **Students in grades K-12 are responsible for:**

- a. Working with parents and teacher(s) to develop a Personalized Learning Plan (PLP)
- b. Regular and continued study
- c. Communicating problems and concerns to parents/guardians and/or teacher(s)
- d. Completing assignments to the best of their ability
- e. Asking questions when they don't understand something
- f. Engaging in daily physical activities
- g. Students who are eligible for Special Education Grant funding are also responsible for completing sufficient work in sufficient courses to be considered a full-time student.
- h. Participating in the Foundation Skills Assessment as scheduled (Gr. 4 and 7 students only)

2. Students in grades 6 – 9 are responsible for:

- a. Completing an online learning style assessment (if not already done)
- b. Regularly checking CANVAS classes as directed by teachers (not less than once per week)
- c. Replying promptly (within 1 day) to teacher emails
- d. Submitting assignments on time as scheduled by teachers
- e. Attending Zoom/Skype classes/sessions with teachers as scheduled
- f. Participating in the Foundation Skills Assessment in February 2016 (gr. 7 students only)
- g. Carefully using non-consumable resources purchased by or borrowed from Kleos Open Learning

3. Students in grades 10-12 are responsible for:

- a. Creating and using a **Xello** account for transition planning purposes
- b. Logging into **CANVAS** daily
- c. Responding to teacher emails daily
- d. Meeting with teacher(s) weekly via Skype, Zoom, or phone
- e. Completing assignments on time as outlined by teachers
- f. Carefully using non-consumable resources purchased by or borrowed from Kleos Open Learning.

Electronic Supervision Policy

PURPOSE: to ensure the health and well-being of Kleos students while engaged in online learning activities

1. As a Distributed Learning (DL) school, much of our communication and information sharing is via electronic formats (e.g. Email, CANVAS, Zoom, Google Hangout, and Skype). Electronic communication and information sharing is monitored by school administrators (e.g. Principal, Vice Principals) and by teachers or Kleos support staff.
2. School administrators have access to student activity within CANVAS, Kleos' learning management system, and Gmail. Activity includes but is not limited to emails, discussion posts, and assignments.
3. Students taking tests within CANVAS are monitored by the Safe Exam feature that limits access to other web resources during testing.
4. Teachers facilitate electronic group learning sessions via Zoom
 - a. Teachers outline expected/unexpected behaviour and 'netiquette' to promote collaboration and a positive learning experience.
 - b. Teachers address any situations as they arise during group sessions.
5. The health and well-being of all Kleos students is essential, so parents and students are encouraged to consider potential risks (physical, emotional, etc.) when engaging in learning activities, particularly learning that happens on the internet.
6. Policy and procedures regarding student online safety during group learning activities (especially Zoom classes) can be found in the Bullying/Cyberbullying policy section.

Emergency Preparedness and Response Policy

PURPOSE: to prepare students, families, and staff for emergency situations

1. Emergency and First Aid supplies are kept on the school office premises and examined on a yearly basis to make sure everything is in order and fully stocked.
2. Emergency contact information for all students and staff is updated annually.
3. Kleos requires that at least one office staff member be trained in First Aid and CPR.
4. Kleos Open Learning (DL) organizes “Ready or Not: Emergency Preparedness Week” to align with the provincial Emergency Preparedness Week the first week in May of each year.
 - All students complete assignments in CANVAS around preparing for, and responding to, emergencies.
 - Resources and tools will be shared with families via email.
 - Families prepare emergency drills as part of their student’s Health and Career Education program. (fire, earthquake, etc.)
5. Kleos staff participate in Emergency Drills yearly (Kleos families are sent information and encouraged to do the following at home):
 - 6 Fire Drills
 - 3 Earthquake Drills (One occurs in Oct during the Great BC Shakedown)
 - 2 Lock down Drills

Emergency Preparation and Procedures for Infectious Disease Policy

PREAMBLE: Primary responsibility for the prevention and control of infectious diseases lies with individuals, families and public health authorities. IMSS schools are not expected to provide expert advice or treat students, which is the role of medical practitioners and health authorities. IMSS schools have a responsibility to help manage infectious diseases in their facilities and have an important role to play in supporting prevention and control of disease transmission.

POLICY: Kleos will support the prevention and control of transmission of infectious diseases through abiding by legislated requirements, public health recommendations and requirements, and promoting personal hygiene routines of students.

RELATED PROCEDURES AND PRACTICES:

Prevention

1. Support for Immunization Programs:
 - a. Kleos has a role in helping health authorities and families prevent and control infectious diseases through **the support of immunization programs** and through **recording the immunization status of each student**.
2. Schoolwide education on hand hygiene. Hand hygiene is considered one of the most important infection control measures for reducing the spread of infection, and where appropriate Kleos will incorporate the teaching of hand hygiene routines into daily school activities.

Control of Transmission

1. **Cancel sessions with in-person services:** inform families that unwell children may not attend in-person services with Kleos Service Providers.
2. **Notify Interior Health if:** a student illness is medically confirmed as pertussis, measles, mumps, rubella, meningococcal disease, polio or novel coronavirus

Pandemic Response

The possibility of a pandemic has grown over the last number of years. Fairly recent outbreaks of SARS, H1N1 and COVID-19 all point to the need to be prepared. In addition to all of the procedures outlined above, in the situation where a rapidly spreading virus has been detected internationally, and evidence exists that it may enter Canada the following procedures will be implemented.

Stage 1: No novel virus detected yet in British Columbia but indication of rapid person to person spread internationally.

1. Strictly enforced hand hygiene and respiratory hygiene and increased education on the heightened need for it at this time.
2. Communicate hand and respiratory hygiene procedures to parents to ensure they are reinforced at home.
3. Encourage staff and parents/guardians to seek immunizations for seasonal flu and other virus.
4. Follow all notifications and recommendations from the Ministry of Education and Interior Health Authority.

Stage 2: Novel virus has entered Canada, and perhaps BC, but not yet widespread

1. Continue to follow all procedures from Stage 1.
2. Follow and distribute all information provided by the Ministry of Education and the Interior Health Authority.
3. Require staff and students who exhibit any flu-like symptoms to remain home and not return until clear of all symptoms for 72 hours.

Stage 3: Novel Virus is widespread in Canada and BC

1. Continue to follow all procedures from Stage 1 and 2.
2. Switch to virtual support services
3. If required, schools may be closed on advice of the Provincial Health Officer for British Columbia. In these circumstances:
 - a. Inform teachers of their obligations during school closures.
 - b. For students at home, provide access to educational materials including online learning.
 - c. Maintain regular communication with all families and provide general supports and information beyond academics where possible and appropriate.

Emergency Response Plan Policy

PURPOSE: to prepare Kleos office staff for emergency situations

Fire Response Plan:

- Activate the site fire alarm for building evacuation.
- Confirm the location of the fire and Call 911 for Fire Department, providing details of incident (e.g. location, nature).
- All staff meet at the safe assembly area (near the fire engine doors on Lawrence Ave).
- Determine whether staff have safely evacuated the school building.
- Check access routes, gates, and fire lanes to ensure they are not obstructed.
- Inform Fire Department of staff names, ages and possible locations for those either waiting in secure areas of the school for assistance or who are unaccounted for.
- Stand by and be of assistance to the Fire Department as required.
- Ensure that staff and students remain in designated areas until Fire Department gives “all clear.”

Earthquake Response Plan:

1. **If you are Indoors:** Stay under desks, in doorways, away from windows, against walls. Cover head for at least one minute or until safe to vacate the building. Hold onto the object you are under so that you remain covered. If you cannot get under something strong, flatten yourself against an interior wall. If you are in a wheelchair, lock the wheels and protect the back of your head and neck.
2. **If you are Outdoors:** Stay outside. Go to an open area away from buildings or trees. If you are in a crowded public place, take cover where you won't be trampled.
3. **Avoid the Following:** Doorways, Windows, Bookcases, Tall furniture, Light fixtures, Elevators, Downed power lines, ocean coastline
4. **Additional Instructions:**
 - Wait for shaking to stop. Check yourself and others around you for injuries. Be alert to aftershocks. Examine the safety risks of evacuating the building. If safe to evacuate, identify evacuation routes and safe assembly area (near the fire engine doors on Lawrence Ave). Signal staff to evacuate. **DO NOT USE FIRE ALARM.**
 - Determine names, ages and possible locations of unaccounted for staff, including any staff waiting in secure areas of the school office for assistance to be removed from the building.
 - Ensure all power, fuel and water mains have been shut off. Check for possible fires, utility leaks, hazardous material spills, and call 911 if emergency help is needed. Remain away from buildings, overhead power lines, trees, or other hazards that may fall while outside.

Lock Down Plan:

If a staff member determines a life-threatening emergency, such as an intruder with a weapon, a 'lock down' can be called.

- Staff member will call 'lock down' and dial 911.
- All staff in the office will lock their doors, turn off the lights and 'stay put'.
- Staff are to stay away from doors and 'duck and cover'.
- No one is permitted in the room, no talking. Maintain silence.
- Police will identify themselves when they arrive. Follow their directions.
- Exit only when you hear the 'all clear' from the police.

Faith-Inclusive Education Policy

PURPOSE: to affirm our commitment to quality, customized education

1. Kleos Open Learning (DL) is a faith-inclusive school.
2. Kleos Open Learning (DL) supports learners and families of all faiths, and no faith.
3. Kleos Open Learning (DL) provides quality educational materials to all enrolled learners.

Foundation Skills Assessment (FSA) Policy

PURPOSE: to accurately evaluate the effectiveness of our ongoing programming for students

1. The Foundation Skills Assessment (FSA) offers valuable assessment of Reading Comprehension, Writing, and Numeracy skills for grade 4 and 7 students. This assessment can also provide helpful information about overall curriculum effectiveness or the need to review specific numeracy and literacy skills with individual students.
2. Students in grade 4 and 7 students are required to participate in the FSA unless eligible for exemption. If a student meets criteria for FSA participation exemption, the Kleos principal will email the student's parent/guardian for confirmation and will record exemptions for each student's file.
3. Exemptions include:
 - a. students who have previously written the applicable FSA.
 - b. students who cannot meaningfully participate in the assessment, even with adaptations. (e.g. a disability that significantly affects performance in reading, writing, or numeracy as identified in the student's IEP)
 - c. students with IEPs whose required adaptations would result in hardship for the student
 - d. ESL students who are unable to provide meaningful responses to the applicable section(s).
 - e. students with extenuating circumstances. (e.g. family emergency, lengthy illness, etc.)
4. As a Distributed Learning (DL) school, Kleos students can complete the FSA in a variety of locations with a school-approved invigilator. An FSA package is mailed to students and parents that includes a Student Response Booklet, an Invigilation Checklist, Invigilation tracking and support materials, an FSA schedule, links to sample FSA materials, instructions on how to access the online portions of the FSA, and a link to the eFSA Field test. Students are encouraged to participate in the eFSA Field Test, but this is not required.
5. FSA results will not impact formal report card reporting, but it will inform program support to ensure grade 4 and 7 students develop foundation skills.

Grade Differential Policy

PURPOSE: To provide a mechanism for adjustment where it appears student work may not be original to the student

1. On occasion, the quality of work 'completed on their own' and submitted by a student does not match the quality of work completed while in an invigilated setting.
2. Where the discrepancy in mark between invigilated and non-invigilated work is 20% or greater, the invigilated mark may be retained and the non-invigilated mark(s) ignored in computing a student's course mark, at the discretion of the Principal.
3. Factors that may adversely affect a student's performance, such as test anxiety, illness, etc., may be taken into account by the Principal when making a determination of score/mark.

Grade Promotion and Learning Standard Tracking Policy

PURPOSE: The Ministry of Education has instituted checkpoints at grades 3, 6, and 9 to encourage the successful completion of learning standards before being promoted to grade 4, 7, and 10. Kleos has developed a system for tracking learning standards met by each student.

PROCEDURES:

- 1. Tracking Tools:** Kleos teachers will track learning standards met each year using the tracking sheet in each student's PLP. Teachers are encouraged to use this tool throughout the year, and especially before formal reporting periods. This tool is designed to support teachers as they plan for student programming and provide opportunities for students to meet all learning standards.

At the start of the new school year the Teacher is responsible to review their completion status to date using the PLP. The teacher uses this information when completing the Student Learning Plan for each student, ensuring that any missing standards will be addressed in that school year. Parents also have access to this information at any time throughout the school year.

Particular attention is paid to students entering grades three, six, and nine. During the first and second reporting periods, the teacher is responsible to monitor the progress in moving towards completion of the learning standards. The teacher will make adjustments to the student's studies as needed to target completion of the standards by year end.

- 2. Reporting:** Kleos will provide Learner Progress Reports at the three-year-interval checkpoint years of Grades 3, 6, and 9 and provide an inventory of both completed and not yet completed standards in these three year intervals showing the degrees of mastery achieved.
- 3. Grade Promotion:** At the end of Grades 3, 6, and 9 Learner Progress reports include a determination whether the student is ready to be promoted to the next grade. Promotion through the grades is determined through teacher summative and formative assessment together with consultation with parents, or guardians, regarding the child's readiness. Differentiation and personalization is often coupled with grade promotion whenever necessary. If retention is being considered, then Administration is included in the process.
- 4. Individualized Learning and Adapted courses:** Kleos offers highly individualized programs and many learners benefit from adaptations. K-9 students accessing learning standards from a lower grade level are working towards accessing grade level standards. Another adaptation that benefits special education students is to access selected outcomes. In both cases, teachers record adaptations on the student's IEP and PLP, and will track those met using the PLP tracking tool. Teachers will use the note section to highlight

these adaptations on the PLP tracking tool. Students may be promoted to the next grade if they have met the goals of their IEP, even if all outcomes across the three grades have not been met.

- 5. Modified courses:** Students not accessing learning standards in some or all courses are working towards meeting the goals of their IEP. Teachers will develop custom course outlines and track plans and goals met using the IEP and Custom Course Outline in the PLP.

Graduation Policy

PURPOSE: To outline the 3 graduation paths available to grade 10-12 students

Dogwood Graduation Path

In order to meet graduation requirements and be awarded a British Columbia Certificate of Graduation (Dogwood Diploma), students must earn a minimum of 80 credits and write the Graduation Numeracy (GNA) and Graduation Literacy (GLA) Assessments. The 80 credits must include 52 credits for required courses (including 8 credits of Career Education courses) and a minimum of 28 elective credits.

52 Required Credits:

1. Credits must be earned in the following subject areas or courses:
 - a. A Language Arts 10 (4 credits)
 - b. A Language Arts 11 (4 credits)
 - c. A Language Arts 12 (4 credits)
 - d. A Social Studies 10 (4 credits)
 - e. A Social Studies 11 or 12 (4 credits)
 - f. A Mathematics 10 (4 credits)
 - g. A Mathematics 11 or 12 (4 credits)
 - h. A Science 10 (4 credits)
 - i. A Science 11 or 12 (4 credits)
 - j. Physical and Health Education 10 (4 credits)
 - k. An Arts Education and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits)
 - l. Career Life Education (4 credits)
 - m. Career Life Connections (4 credits)
2. 28 Elective Credits

Students must complete a minimum of 28 elective credits. These 28 credits may be from Ministry-authorized, post-secondary courses, or external credits, but not Locally Developed courses. Once the credits for required courses have been met, additional courses in that subject area count as elective credits.
3. Provincial Graduation Assessments

Students must write a provincial Graduation Numeracy Assessment (GNA) and a provincial Graduation Literacy Assessment (GLA) in order to graduate. The first administration of the Graduation Literacy Assessment will be in 2020/2021.
4. Other requirements and options for earning credits

Students must complete a minimum of 16 credits at the Grade 12 level, 12 credits in addition to a required Language Arts 12 course. These twelve Grade 12 credits may be for required courses, electives, Independent Directed Study, External Credentials, or dual credit post-secondary courses (see the Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies Policy for additional information).

School Completion Certificate or Evergreen Graduation Path

Ministerial Guidelines

1. Kleos Open Learning (DL) will recommend to the inspector that a student with special needs be awarded a School Completion Certificate if the student
 - a. has an IEP, and
 - b. is enrolled in an educational program that is not designed to meet the graduation requirements set out in Ministerial Order M302/04, the Graduation Program Order, and the student
 - c. meets the learning outcomes contained in the student's IEP, if that IEP contains all the learning outcomes of the student's educational program, or
 - d. has successfully completed the student's educational program, if the student's IEP does not contain all the learning outcomes of the student's educational program.
2. School Policy Regarding School Completion Certificate
 - a. Kleos Open Learning (DL) will recommend the awarding of a School Completion Certificate in all cases where a student
 - i. has successfully completed each year's IEP, and
 - ii. has completed their grade 12 IEP, and
 - iii. has the recommendation of the School-based Team.
 - b. No specific quantity or quality of courses are required for a school completion certificate.

Adult Dogwood Graduation Path

20 required credits

1. For an Adult High School Graduation Diploma (Adult Dogwood) from the Ministry of Education, students are required to earn 20 credits in grade 11-12 courses, as follows:
 - a. 4 credits in grade 11 or grade 12 mathematics
 - b. 4 credits in grade 12 language arts
 - c. 12 credits in either
 - i. grade 12 courses, or
 - ii. Social Studies 11 and 8 credits in grade 12 courses

Group Activity/Field Trip Emergency Procedures Policy

PURPOSE: To promote student safety and outline potential risks while on group activities in the community.

1. The safety, security, supervision, and well-being of students must be the prime consideration when planning a trip.
2. Information regarding the group event, including potential risks, will be available upon request from the person organizing the group event.
3. Registration for a group event where the student's parent/guardian is present is required as outlined by the Kleos staff member organizing the event.
4. If the group activity is at a rental facility:
 - a. formally-organized Kleos group events are covered for insurance by Kleos Open Learning (DL)'s insurance policy
 - b. the event must be supervised by a qualified Kleos employee/volunteer
 - c. the event must be held at a public venue (e.g. library, church, park, etc.)
5. Registration for a group event where the student's parent/guardian is not present:
 - a. A Field Trip Permission form is required for each student in attendance without a parent/guardian present and a medical response plan must be in place for students medical/legal alerts.
 - b. Registration form must be complete and signed by the parent/guardian of the applicable student.
 - c. The registration form will request pertinent medical information such as family doctor's name and phone number, the student's BC Care Card #, and parent emergency contact information.
 - d. This information will be securely stored, and available to the group activity leader in case of emergency.
 - e. When Kleos Open Learning (DL) students are being supervised at a group activity without their parent(s)/guardian(s) in attendance, the Kleos group activity leader is responsible for that (those) student(s)' safety and well-being.
 - f. The teacher and school office must have a student roster list including home and emergency contact information for all participants
 - g. At least one supervising adult will have a cellular phone or another radio communication device available for emergency use
 - h. A First Aid-certified Kleos staff member, or other authorized, First Aid-certified person, will administer First Aid as required.
 - i. The teacher must carry or have access to a first aid kit during the field trip.
 - j. If there is a student with a medical alert, the teacher will carry an emergency card and any required equipment (ie: epi-pen for anaphylaxis)

EMERGENCY SAFETY SITUATIONS:

In the event of an emergency situation, the Kleos staff member in charge will direct another staff member, parent or volunteer to dial 911 and will secure students by

gathering them to the nearest safe location. The Kleos staff member in charge will write down the names of all in attendance. The Kleos staff member will follow directions from the police (RCMP) and will only return to the situation/area once it has been deemed safe by the police (RCMP). A Kleos incident report will be completed by the Kleos staff member in charge to be submitted to administration.

Group Learning Policy

PURPOSE: To outline the purpose of optional group learning events and to encourage student safety

On occasion, in-person group-learning activities may be provided or announced. These optional activities may not be part of the regular school program, but may be accessible through Kleos Open Learning (DL). The following items provide guidance for Group Learning Activities:

1. Group Learning Activities are not a required part of the Kleos Open Learning (DL) program
2. Kleos Open Learning (DL) is not obligated to provide Group Learning Activities
3. Group Learning Activities may incur additional charges not covered by Educational Credits
4. A registration form must be completed for each non-Kleos student desiring to participate in a Group Learning Activity
5. Students or parents engaging in Group Learning Activities do so at their own risk
6. All students involved in a Kleos Open Learning (DL) Group Learning Activity agree to obey all instructions from teachers, leaders, or group supervisors as appropriate
7. Any student failing to comply with the instructions of teachers, leaders, or supervisors may be removed from the activity and returned to the parent/guardian, or emergency contact at the parent/guardian's expense
8. A student removed from a group activity may, at the sole discretion of Kleos Open Learning (DL), be barred from attending other Kleos Group Learning Activities.

Harassment and Bullying Prevention Policy

PURPOSE: to discourage bullying and to cultivate a safe and caring school environment.

1. Kleos Open Learning (DL) supports learners regardless of their race, national or ethnic origin, colour, religion, gender, age, sexual orientation, or mental and physical ability. We believe each learner is unique and is entitled to an education that supports and encourages their ongoing development. Bullying is a behaviour that stands in complete opposition to everything we believe about the infinite value of each human being. Kleos Open Learning (DL) addresses this issue in very specific ways. Kleos is committed to protecting student's physical safety, social connectedness, inclusiveness and protections from all forms of bullying.
2. Preventing and countering bullying requires an awareness of bullying-type behaviour and a collective vigilance on the part of all members (parents, students, and school staff) of the school community.
3. All Kleos teachers will participate in ERASE bullying training if/when offered in their local area.
4. All students have a right to be educated in an atmosphere in which they feel valued, secure, and supported by each member of the community. The ethos of Kleos Open Learning (DL) is important in helping to address the issue of bullying and in minimizing its incidence.
5. The Harassment and Bullying Prevention Policy aims to:
 - a. Help in the understanding of what constitutes bullying-type behaviour;
 - b. Indicate approaches to prevent bullying and to respond to bullying-type behaviour.
6. Bullying may be defined as 'deliberately hurtful behaviour usually repeated over a period of time, where it is difficult for those bullied to defend themselves.' It can take many forms, but the main types are:
 - a. PHYSICAL: hitting, kicking, taking or hiding belongings;
 - b. VERBAL: name calling, teasing, insulting, writing unkind notes;
 - c. EMOTIONAL: being unfriendly, excluding, tormenting, spreading rumours, looks;
 - d. EXCLUSION: a child can be bullied simply by being excluded from discussions/activities with those they believe to be their friends;
 - e. DAMAGE TO PROPERTY OR THEFT: students may have their property damaged or stolen. Physical threats may be used by the bully in order that the student hands over property to them;
 - f. CYBER: cyber-bullying is a more recent challenge that has come about through the increased use of mobile phones and the internet. It may include threats or name-calling via internet chats, web pages, texts or phone calls. It may also involve the misuse of associated technology such as cameras and video facilities.
7. The following signs MAY suggest that a student has been bullied and that the situation warrants investigation:
 - a. Underachievement;
 - b. Loss of concentration/enthusiasm/interest in learning/changed behaviour;

- c. Repeated non-specific reasons for doctor visits – headache/stomach ache;
 - d. Physical signs of anxiety – stammering/nightmares/sleep difficulty/loss of appetite/nausea, withdrawal;
 - e. Physical bruising/torn clothes;
 - f. Loss of self-esteem/confidence/mood swings;
 - g. Books torn or destroyed/missing possessions;
 - h. Reluctance to say what is wrong.
8. Each member of the school community has a role to play in helping to prevent bullying and in creating an atmosphere in which it is not allowed to develop. Action will be taken to seek to prevent bullying in the following ways:
- a. By promoting and maintaining an ethos which encourages consideration and respect for others;
 - b. By educating students about the boundaries of appropriate behaviour towards others and addressing bullying and related issues through discussions and the Physical and Health Education;
 - c. By having clear policy for responding to bullying, which are reviewed regularly.

PROCEDURE:

1. Bullying is unacceptable, and a culture of openness and inclusion is the best way to counter such behaviour. It is the responsibility of each member of the community – students, staff, and parents - to report instances of bullying or suspicions of bullying, in the understanding that all such reports will be listened to and taken seriously.
2. In each instance, the priority should be that the bullied student feels supported and that the individuals responsible for bullying are made aware that their behaviour is unacceptable and the bullying stops.
3. It is accepted that the precise action taken will vary from incident to incident. However, the broad guidelines below apply:
 - a. Instances of bullying or suspicion of bullying should be reported by students, parents or other members of staff to the Teacher in the first instance. However, it is recognized that on occasion, the report may be made to the Principal or Vice Principal (as appropriate). A record of any report will be taken in all instances.
 - b. The Teacher will investigate, in liaison with the Principal or Vice Principal (as appropriate).
 - c. Students directly involved will be asked to give a written account of the incident.
 - d. Parents of all students involved will be contacted promptly.
 - e. If necessary, referrals to outside agencies will be made in accordance with policy.
 - f. The student bullied will be given practical advice and support.
 - g. An appropriate response will be made, and recorded, with regard to the individual responsible.

- h. The situation will be monitored and reviewed after one month by the Principal or Vice Principal (as appropriate) to ensure the welfare of all students involved

RESPONSES:

1. A range of responses may be used for addressing instances of bullying. The response(s) used will depend upon the severity and persistence of the bullying and will take into account the student's age, maturity and special needs, if any. It is intended that the person responsible will learn from what has happened and change his or her behaviour. Education and awareness-raising are effective ways of challenging bullying and encouraging individual students to take responsibility for their own actions. This may include the student's involvement in a program of mentoring, counselling, community service, or referral to an outside agency. Class activities may also be used more generally for this purpose.
2. Kleos is committed to taking all of the reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the policy.
3. In addition, sanctions to be considered are:
 - a. A formal meeting with Teacher/Principal/Vice Principal (as appropriate)
 - b. Verbal or written apology

IEP Tracking Policy

PURPOSE: to ensure that IEP progress is communicated to teachers frequently. School boards are required to have information systems that provide a means for tracking communication in relation to IEP goals. The IEP tracking tool has been developed to support weekly communication that enables ongoing collaboration and supports student growth, development, and success.

1. Educational Assistants are required to communicate student IEP progress using a tool provided by the teacher.
2. Teachers are required to check the communication tools weekly to access feedback on student progress and to provide recommendations to Educational Assistants.

Independent Directed Studies (IDS) Policy

PURPOSE: Under teacher supervision, students can earn additional Independent Directed Study (IDS) credits by pursuing curriculum in more detail of a course they're enrolled in or by focusing on the learning standards of a course that they're not taking.

PROCEDURE:

1. To participate in this method of learning, students must demonstrate the ability to work independently. Along with their teacher, they should also develop an Independent Directed Study plan that includes:
 - A process for ongoing facilitation and assessment
 - Criteria for determining successful completion
 - A credit value (one, two, three or four credits) for the proposed IDS
2. Students do not need to complete the approved classroom course curriculum before they pursue an Independent Directed Study in that course. However, an IDS must be based on the learning standards of a Ministry-Developed or Board/Authority Authorized Grade 10, 11 or 12 course.
3. IDS credits may be awarded by boards to students who have successfully completed independent work based on a subset of learning standards of Grade 10, 11 or 12 Ministry developed courses or Board Authorized courses. A student may study one or more learning standards in depth, or study more broadly a wide variety of learning standards from a single course.
4. IDS credits may only be used to satisfy elective requirements.
5. The maximum value for a single IDS course is four credits, but there is no limit to the total number of IDS credits a student may earn. The number of credits a student earns for an IDS will be set out in the plan developed by that student and a teacher, and approved by a principal. Grade 12 IDS credits may count toward the minimum of 16 grade 12 credits required for graduation.
6. For reporting and transcript purposes, Kleos teachers must assign a letter grade and percentage for all credits earned through IDS.
7. IDS courses can be for 1, 2, 3, or 4 credits. If students complete a portion of the standards for a course, schools may report their achievement to the Ministry using IDS credits.

Invoice Processing Policy

PURPOSE: to inform vendors and service providers of our invoice paying practice

1. Invoices are due on the 15th and last day of each month (September - June).
2. Invoices are processed monthly from receipt of invoice where possible.
3. Invoices are processed in accordance with Ministry of Education funding deposits.
4. All invoices, and all invoice-related inquiries, should be sent to invoices@kleos.ca or faxed "ATTN: Accounting Department."

Learning Centre Policy

PURPOSE: Kleos values the support of learning centres to facilitate in-person learning with students enrolled with our school. We look to create a collaborative relationship with each learning centre.

PREAMBLE: Independent distributed learning (IDL) schools receive funding from the BC Ministry of Education and as such are responsible to meet Ministry guidelines, BC curriculum learning standards and core competencies. The funding received is not an entitlement for parents or learners, nor is the funding attached to any one learner. The IDL school is responsible to distribute the funds to support student programs and meet learner needs. Learners enrol with the IDL school, not the learning centre.

1. A learner may enrol with an IDL school and have a previous relationship with a learning centre. The IDL school has the right and ability to determine whether they may fund the pre-existing learning centre based on varied criteria. When there is a pre-existing relationship, the IDL school does not guarantee funding support for a learning centre.
2. Learning centres may approach an IDL school to determine whether they might create a mutually-beneficial relationship to support learners. The IDL school has the right and ability to determine whether they may work together. The IDL school may not offer enrollment if an agreement about the relationship with the learning centre is not reached.
3. The relationship between the learning centre and the IDL school is such that learners enrol with the IDL school. The teacher from the IDL school works with the parent to create the IEP and learning plan. The learning centre may contribute to the IEP process. The learning centre supports the student to work towards the goals on the IEP and learning plan as outlined by the teacher. The IDL school makes decisions regarding professional assessments - when and how to fund. The learning centre is being paid (in part or in full) by the IDL school to provide services as directed by the IDL school teacher. The learning centre staff is **not** the teacher or curricular specialist.
4. The learning centre is not referred to as the school, and learning centre support providers are not referred to as teacher or principal in written or verbal communications. Learning centres will ensure that school-based language such as 'teacher', 'principal', 'school', 'classroom' is **not** used in any communication to families, both verbal and written. Learning centres will also ensure that school-based language is not used in any website and/or social media.
5. Communication and reporting to the IDL school will be done in accordance with the standards set out by each individual IDL school. Learning Centres will follow the contract specifications around use of reporting and communications tools provided by each student's IDL school in order to be approved for payment each month. Work from learners is submitted in accordance with academic integrity policies of the IDL school. Communication between the IDL school and learning centre does not replace communication between the parent and the IDL school and its teachers. Parents are required to engage in regular communication with the IDL school about the student's program and progress.

6. Learning Centres found to be in breach of contractual obligations as set out by the IDL school will be subject to review by the IDL school prior to payments being approved.

Learner and Staff Safety Policy

PURPOSE: each student has the right to a safe learning environment and service providers have a right to a safe work environment.

Students enrolled with Kleos Open Learning can participate in learning opportunities in a variety of locations and environments. They have a right to a safe learning environment.

PROCEDURE:

- Service providers may meet a student at their home or at a predetermined and approved location (library, public space, recreation facility, professional office etc.) to provide learning support services.
- Third party locations must be pre-approved and mutually agreed upon by the IEP team (School Based Team or Teacher and family).
- Parents must complete the Service Provider Outside Activity Parent Permission form if a service provider or teacher takes a student outside of their home for activities.
- Service Providers who transport students in their vehicles must follow the Kleos Student Transportation policy.

Service providers have the right to a safe work environment and have the right to refuse unsafe work.

PROCEDURE:

- Any Service Providers visiting a home are expected to postpone or immediately terminate a session when they think their health and safety is at risk. This could include and is not limited to: the building or location poses a risk to health and safety, verbal or physical threats of violence are made.
- Hazardous situations must be reported immediately to SP Coordinator and Principal in order to prevent illness and/or injury.

Learning Management System Policy

PURPOSE: to outline where student learning is delivered and assessed

Kleos Open Learning (DL) uses CANVAS as its primary Learning Management System – kleos.instructure.com. This is where students will find their classes, which contain information about their assignments, assessments, and other education-related activities. Parents/guardians have access to their child(ren)'s class(es) through their '@kleos.ca' account or a username/password if a Kleos email account was not requested.

To achieve the best educational outcomes, Kleos Open Learning (DL) operates as follows:

1. All students/parents/guardians are required to access their class(es) on CANVAS as outlined in the parent and student commitment page(s) of the enrollment/re-enrollment package.
2. All submissions for credit must be entered into CANVAS, either by creation or by upload.
3. All school- or education-related communication between student and teacher occurs within CANVAS.

Learning Resource Policy

PURPOSE: Effective July 1, 2016, independent school authorities are required to have policies and procedures on how learning resources are chosen for use in schools. The learning resources requirement is authorized under the authority of the Independent School Act, s 4(1)(b) which states:

On application by an authority, the inspector must issue or renew a certificate classifying an independent school into one or more of the groups set out in the Schedule if the inspector is satisfied that the authority and the independent school meet (b) the educational standards established by the minister, and

Section 4 of the Ministerial Order 41/91, the Education Standards Order.

The Ministry of Education no longer conducts evaluation processes to recommend learning resources, leaving the responsibility to the school authority. This policy sets out the procedures that determine how learning resources are chosen, as well as how concerns or challenges will be addressed by *Kleos Open Learning*.

DEFINITIONS: Learning Resources are texts, videos, software, and instructional materials that teachers use to assist students to meet the expectations for learning defined by provincial and local curricula.

This policy is specific to learning resources which form the core program collection of resources.

Learning resources used by teachers will be evaluated and approved by *Kleos Open Learning* with consideration given to curriculum fit, pedagogy, social considerations, age and developmental appropriateness, as well as the school authority's philosophical, cultural and/or religious values.

POLICY: KLEOS OPEN LEARNING has developed a Learning Resources Approval Process

KLEOS will encourage teachers to utilize education media that have been formally evaluated before being used in the classroom. The evaluation process involves a minimum of two school authority representatives, one of whom is a practicing teacher with at least three years' experience, preferably in grade level and subject area for which the resources are to be used. The recommended scope of professional learning resources for review include Primary (Gr K-2), Intermediate (Gr 3-6), Middle (Gr 7-9) and Secondary (Gr 10-12).

The evaluation criteria used in determining appropriate learning resources for the school will include, but are not limited to:

- Supporting the learning standards and outcomes of the curriculum

- Assisting students in making connections between what they learn in school and its practical application in their lives
- Addressing developmental and age appropriateness
- Having effective instructional and technical design
- Meeting the requirements set by copyright and privacy (PIPA) legislation
- Suitability based on the pedagogical, social, philosophical, cultural and/or religious values of Kleos

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

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

Resource evaluation will be based on one or more of the following inclusion criteria:

- o age
- o multiculturalism and diversity
- o accessibility
- o beliefs and values
- o cultural attributes
- o socio-economic factors
- o humour
- o ethical and legal considerations
- o language
- o course content, skills, and competencies
- o respect for individual differences
- o violence
- o social responsibility
- o democratic principles
- o service learning
- o pedagogical perspectives

AUTHORITY APPROVAL: The Board of Directors will approve resources used by KLEOS which then become recommended resources for a five-year period unless they are withdrawn. The authority may continue to use the learning resources after five years if the authority grants an extension of an additional five-year period. Learning resource approval is confirmed by a motion(s) passed by the KLEOS Board of Directors.

WITHDRAWAL OF RECOMMENDED LEARNING RESOURCES: Learning Resources will maintain a recommended status for five years, after which continued status will be subject to, but not limited to, criteria such as curriculum relevance, currency, and availability.

The recommendation of withdrawal will be made by a committee of at least two representatives of *Kleos Open Learning*, one being a practicing teacher with at least three years' experience preferably in grade level and subject area for which the resources are used. The recommended scope of professional learning resources review will be Primary (Gr K-3), Intermediate (Gr 4-6), Middle (Gr 7-9) and Secondary (Gr 10-12). (See note for Section C)

A learning resources withdrawal will be confirmed by a motion passed by the *Kleos Open Learning* Board of Directors. (See note for section D)

CHALLENGE TO THE USE OF AUTHORITY RECOMMENDED LEARNING RESOURCES: Challenges to the use of authority recommended learning resources must be made in writing to the principal, identifying the learning resource and stating the reason why the resource(s) may not be suitable. Challenges will only be accepted from individuals in the school community whose children are directly engaged with the learning resource(s), educators who use the resource(s) or Ministry of Education staff.

Within 14 days of written receipt of a learning resource challenge, the Principal will convene a meeting of a committee, consisting of a minimum of three representatives of *Kleos Open Learning*, one of whom must be an administrator and another a practicing teacher. The practicing teacher must have at least three years of experience in the grade level(s) and subject area(s) for which the resource is used.

Based on the committee's recommendation, the authority may dismiss the challenge, raise the awareness of the implications of using the resource with the teaching staff, communicate with the publisher and/or withdraw the recommended resource from further use in the school.

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

SOURCES OF LEARNING RESOURCES: *Kleos Open Learning* may use the services of the Education Resource Acquisition Consortium (ERAC) to assist them in choosing or approving learning resources.

Learning Samples Policy

PURPOSE: To ensure teachers can effectively deliver, instruct, assess, and report student learning

1. **Students in Grades K - 5**
 - a. As our students in grades K-5 learn, samples of their work are collected for monthly submission to their teacher.
 - b. Teachers collect monthly work samples to effectively deliver, instruct, assess, and report student learning.
 - c. On average, two to four learning samples per subject area are recorded each month.
 - d. Work samples are uploaded to CANVAS.
 - e. Teachers track student progress toward mastery of learning standards.
 - f. Please contact your teacher for specific learning sample requirements.
2. **Students in Grades 6-12**
 - a. Students in grades 6-12 work more directly with their teacher(s) and submit assignments more regularly (e.g., weekly).
 - b. Teachers collect regular work samples to effectively deliver, instruct, assess, and report student learning.
 - c. Students either complete assignments within CANVAS classes or another LMS (as appropriate), or upload assignments completed elsewhere to CANVAS, as evidence of learning.
 - d. Students are expected to complete assignments on time.
 - e. Any student submitting assignments late by two weeks or more may be subject to academic discipline.

Non-Consumable Resources Policy

PURPOSE: to build and maintain a resource library that supports student learning, meets provincial learning standards, and addresses learning style needs

1. All non-consumable resources remain the property of Kleos Open Learning (DL).
 - a. It is the learner's or family's responsibility to return all non-consumable resources to Kleos Open Learning (DL) at year-end or upon withdrawal from the school.
 - b. Students and families that do not return Kleos property will be invoiced for the replacement value of the resource(s), with a specific due date for payment or return of resources.
 - c. If resources are not returned or payment is not received by the date requested, regular business practices around non-payment of bills will be followed (e.g. interest may be added, invoice may be sent to a collection agency, etc.).
2. These resources are loaned to learners or families for educational purposes only.
3. Non-consumable resources include assistive technology, textbooks, manipulatives, etc.
 - a. Electronics have a life expectancy of at least 3 years. Textbooks have a life expectancy of at least 5 years.
4. Disposal of non-consumable resources
 - a. Electronics are electronically wiped prior to disposal.
 - b. Electronics are recycled at appropriate facilities by a representative of the school administrative team.
 - c. Paper-based resources which have reached the end of their usable life are recycled at appropriate facilities.
 - d. Paper-based resources which are no longer used at Kleos, but which still have useful life in them, will be donated to an appropriate not-for-profit or charity for further use.
 - e. Plastic-based resources which have reached the end of their usable life are recycled at appropriate facilities.
 - f. Plastic-based resources which are no longer used at Kleos, but which still have useful life in them, will be donated to an appropriate not-for-profit or charity for further use.
5. Abuse vs. normal wear-and-tear
 - a. Normal wear-and-tear includes minor damages (minor scratches, dog-eared pages, etc.).
 - b. Abuse includes water damage, broken keys, broken screens, and broken peripherals. Abuse repairs are the responsibility of the parent. If equipment is returned in broken condition, Kleos will arrange repairs and invoice the learner/family for the cost.

Principal and Vice Principal Evaluation Policy

PURPOSE: to outline the process and purpose of evaluation for the Principal

1. The Principal is evaluated by the Board of Independent Magnet Schools.
2. The board shall base its evaluation, in part, on the report from Ministry of Education auditors arising from their evaluation or monitoring visit(s).
3. The board shall appoint an experienced educational administrator to perform an objective evaluation of the Principal not less than once every three years.
4. The Kleos Vice Principals will be formally evaluated by the Principal and/or Director of Schools once every 3 years.
5. The Leadership Team will complete a Professional Growth Plan yearly.
6. The Leadership Team will gather performance feedback from the teachers and staff each year.

Privacy Policy

PURPOSE: to limit the collection, and safeguard the storage, of personally identifiable information

Introduction

1. Safeguarding personal information of employees, volunteers and enrolled school families is a fundamental concern of Kleos Open Learning (DL). The school is committed to meeting or exceeding the privacy standards established by British Columbia's *Personal Information Protection Act* (PIPA) and any other applicable legislation.
2. This Personal Information Privacy Policy describes the practices and procedure of Kleos Open Learning (DL) regarding the collection, use and disclosure of personal information about employees, volunteers, and enrolled school families, including the steps the school has taken to ensure personal and financial information is handled appropriately and securely.
3. Kleos Open Learning (DL) may add, modify or remove portions of this Personal Information Privacy Practice when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised practice. The most recent update of this Personal Information Privacy Practice can be found in the school handbooks of Kleos Open Learning (DL) or is available from administration. This Personal Information Privacy Practice may be supplemented or modified from time to time.

Ten Privacy Principles

As part of Kleos Open Learning (DL)'s commitment, the *Ten Privacy Principles* govern the actions of the school as they relate to the use of personal information. This Personal Information Privacy Practice describes the *Ten Privacy Principles* and provides further details regarding Kleos Open Learning (DL)'s compliance with the principles.

a. Definition

- i. In this Personal Information Privacy Practice, the following term has the meaning set out below.
- ii. "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.

Principle 1 – Accountability

- a. Kleos Open Learning (DL) is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school

designates (an) individual(s) who is (are) accountable for the school's compliance with the *Ten Privacy Principles*. This individual is the *Privacy Officer* of the school.

- b. You may contact our Privacy Officer as follows:

Kleos Open Learning (DL)

Attention: Office Administrator

Address: 205-251 Lawrence Ave., Kelowna, BC V1Y 6L2

Phone: 1.877.866.1667

Fax: 778-478-7564

Email: office@kleos.ca

Principle 2 - Identifying Purposes

What Information is Collected, Used and Disclosed?

a. Employees

- i. Kleos Open Learning (DL) collects, uses and discloses personal information about employees in order to establish, manage and terminate the employment relationship and for other purposes identified when the information is collected.
- ii. Set out below are some examples of personal information about employees collected, used and disclosed by Kleos Open Learning (DL):
 1. personal information collected, used and disclosed in the hiring process, including information on resumes and application forms (contact information, personal and professional history, qualifications, emergency contact information), results of criminal records checks, information collected from references;
 2. payroll and related information including, social insurance number, rate of pay, hours of work, deductions, bank account information, any court orders;
 3. benefit information including social insurance number, premiums or contributions, coverage information, date of birth, marital status, dependent information, medical information;
 4. performance information, including work history, performance reviews, discipline and related notes and memorandums, documentation related to job qualifications (professional or technical qualifications), internal competition information;
 5. other personal information as required or permitted by law.

b. Volunteers

- i. Kleos Open Learning (DL) collects, uses and discloses personal information about volunteers for the purposes of recruiting volunteers and establishing and managing an effective volunteer program and for other purposes identified when the information is collected.
- ii. Set

out below are some examples of personal information about volunteers collected, used and disclosed by Kleos Open Learning (DL):

1. information collected, used and disclosed in the recruiting process including information on resumes and application forms (contact information, personal and professional history, qualifications) and information collected from any references;
2. information related to the volunteer's services, including availability, schedule, duties, reviews, and related notes and memorandums and documentation related to volunteer qualifications (professional or technical qualifications);

c. Enrolled School Families

- i. Kleos Open Learning (DL) collects, uses and discloses personal information about enrolled school families (children and parent information) for the purposes of establishing and managing an effective educational program and for other purposes identified when the information is collected.
- ii. Set out below are some examples of personal information about enrolled families collected, used and disclosed by Kleos Open Learning (DL):
 1. Academic and personal information on each student as required by the Ministry of Education. This information is disclosed only to approved internal employees and to requesting schools to which the student is applying for enrolment.
 2. Personal contact information in order to maintain effective communication between the school and family in support of the student's academic program. This information is not disclosed to outside parties.
 3. Academic and personal information on each student as required for effective delivery of educational content in CANVAS Learning Management System. This content is stored off-site at an encrypted, secure server farm.

Principle 3 – Consent

POLICY

- a. 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, Kleos Open Learning (DL) will take into account both the sensitivity of the personal information and the purposes for which Kleos Open Learning (DL) will use the information. Consent may be express, implied (including through use of "opt-out" consent where appropriate), or deemed.

- b. Most personal information is collected, used and disclosed for the purposes of establishing, managing and terminating the employment or volunteer relationship. In most cases, consent is not required. In other cases, consent will be sought or implied where it is reasonable to do so.
- c. From time to time, Kleos Open Learning (DL) may advise employees, volunteers and enrolled families of other purposes for which it will collect, use or disclose personal information, in which case the school will, if appropriate, obtain consent for collection, use or disclosure of that personal information.

Principle 4 - Limiting Collection
POLICY

- a. Kleos Open Learning (DL) will limit the personal information collected to that information necessary for the purposes identified by the school.

Principle 5 - Use, Disclosure and Retention
POLICY

- a. Kleos Open Learning (DL) will only use, disclose and retain personal information for the purpose for which it was collected unless the individual has otherwise consented, or when its use, disclosure or retention is required or permitted by law.

PROCEDURE

- a. Personal information about employees, volunteers and enrolled families is used for the purposes identified under Principle 2.
- b. If for any reason personal information is required to fulfill another purpose, the school will notify the employee or volunteer of that purpose.
- c. Kleos Open Learning (DL) may use anonymous information, such as information collected through surveys or statistical information about employees, volunteers and enrolled families to improve the school's operations.
- d. Kleos Open Learning (DL) may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law.
- e. Personal information about employees is disclosed to third parties for purposes related to the employment relationship, including to:
 - i. government departments, bodies and agencies such as Canada Customs and Revenue Agency, Workers Compensation Board, Ministry of Education;
 - ii. payroll outsourcers;
 - iii. financial institutions for payroll related purposes;
 - iv. insurance companies, benefit, group RSP and pension plan administrators for enrolment in and administration of benefits, plans and claims;

- v. teacher certification information as per form I-2001 filed with the Ministry of Education;
 - vi. advisors to Kleos Open Learning (DL) including accountants, lawyers and consultants;
 - vii. when required or permitted by law.
- f. Personal information about volunteers may be disclosed for the purposes of establishing and managing an effective volunteer program and for other purposes identified when the information is collected. Information may also be disclosed when required or permitted by law.
 - g. The school does not sell, lease, or trade information about employees, volunteers, and enrolled families to other parties.
 - h. Kleos Open Learning (DL), sometimes contacts outside organizations to perform specialized services such as printing, payroll services, market research or data processing. Suppliers of specialized services are given only the information necessary to perform those services, and Kleos Open Learning (DL) takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.
 - i. If an individual wishes to limit the sharing of personal information as permitted by law, the individual must submit to the Privacy Officer a written letter specifying which items of personal information are to be limited and to whom these items are to be restricted. The Privacy Officer will advise the individual whether the requested information can be restricted in the manner requested.
 - j. Personal information will only be retained for the period of time required to fulfill the purpose for which it was collected. Once the personal information is no longer required to be retained to fulfill the purposes for which it was collected and is no longer required or permitted to be retained for legal or business purposes, it will be destroyed or made anonymous.

Principle 6 - Accuracy
POLICY

- a. Kleos Open Learning (DL) will take appropriate steps to ensure that personal information collected by Kleos Open Learning (DL) is as accurate and complete as is reasonably required in connection with the purposes for which it was collected, used or disclosed.

PROCEDURE

- a. Employees, volunteers and enrolled families are responsible for providing up-to-date personal information to the school.
- b. An individual may, upon written request to Kleos Open Learning (DL), request that Kleos Open Learning (DL) correct an error or omission in any personal information that is under Kleos Open Learning (DL)'s control and Kleos Open Learning (DL) will, as appropriate, amend the information as requested and send the corrected personal information to each third party to which it has disclosed the information during the preceding year.

Principle 7- Safeguarding Personal Information
POLICY

- a. Kleos Open Learning (DL) will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.
- b. Employees, volunteers, and enrolled families will be appropriately educated about the importance of privacy and they are required to follow the school's policies and policy regarding handling of personal information.
- c. An employee's failure to abide by school policies may result in discipline, up to and including termination of employment. A volunteer's failure to do so may result in termination of the volunteer relationship.

PROCEDURE

a. Employee Files

- i. Employee files are stored in secure filing cabinets. Access to personal information is restricted to authorized employees who have a legitimate reason for accessing it.

b. Electronic Security

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

Principle 8 – Openness
POLICY

- a. Kleos Open Learning (DL) will make information available to individuals concerning the policies and policy that apply to the management of personal information.

PROCEDURE

- a. Individuals may direct any questions or enquiries with respect to the school's privacy policies or policy to the Privacy Officer of Kleos Open Learning (DL).

Principle 9 - Individual Access
POLICY

- a. Kleos Open Learning (DL) will inform an individual, upon the individual's request, of the existence, use, and disclosure of the individual's personal information, and shall give the individual access to it in accordance with the law.

PROCEDURE

- a. An employee or volunteer may access and verify any personal information with appropriate notice so that the office is able to supply the information required.

Principle 10 - Complaint Process
POLICY

- a. Individuals may question compliance with the above principles by contacting the Privacy Officer.

PROCEDURE

- a. Questions, concerns and complaints about privacy, confidentiality and personal information handling policies and policy of the school should be directed to the school's Privacy Officer.

Professional Development Policy

PURPOSE: to affirm our commitment to staff development

1. The purpose of Professional Development (Pro-D) activities is to enrich and expand an employee's knowledge base in order to more effectively support students and families.
2. Kleos Open Learning teachers and staff are required to complete a Professional Growth Plan (PGP) each year.
3. As part of an employee's PGP, they are encouraged to participate in Pro-D activities that relate directly to their area of specialty and interest.
4. Kleos Administration also organizes Pro-D events and ongoing training videos for all staff.
5. Pro-D is incorporated into bi-weekly staff meetings.
6. Planning to meet minimum employment expectations is not considered professional development.

Registered Home-School Students Policy

PURPOSE: to clearly identify Kleos' responsibility to registered homeschoolers

- 1. Kleos Open Learning (DL) will make available to registered home school students:**
 - a. access to online resources

Reimbursement Policy

PURPOSE: to clearly identify and outline the process of reimbursement

1. Kleos Open Learning (DL) does not reimburse parent(s) for expenses related to the education of their child(ren)
2. Kleos staff may request reimbursement for approved expenses related to their work at Kleos Open Learning (DL)
 - a. Travelling expenses will be covered when visiting families more than one hour away (or 60 km) at a rate of \$0.45 per km.
 - b. If travelling more than 400 kms round-trip, we prefer staff use a rental vehicle that includes insurance coverage.
 - c. With prior administrative approval, a teacher may expense one night's hotel accommodation when visiting families more than three hours' travel one-way from the teacher's home.
 - d. Travel accommodations will be provided at dual occupancy when more than one staff member is travelling.
 - e. Accommodations will be arranged by head office unless otherwise specified.
 - f. A food per diem of \$50.00 (breakfast: \$10; lunch: \$15; dinner: \$25) will be provided when staff is required to travel more than 400 kms round-trip and food is not provided at the venue (i.e., not to Kleos-organized or staff-wide Pro-D).
 - g. Resources to support student learning (e.g. student / family organizers, binders if needed) can be expensed to the student's ECs.
3. All requests for reimbursement should be submitted to invoices@kleos.ca

Safe School Policy

PURPOSE: To promote an educational environment of safety, acceptance, and respect for all students

A safe, caring inclusive and accepting school environment is of the utmost importance for student success. Kleos Open Learning (DL)'s Safe School Policy is a broadly focused macro-policy that informs all actions, policy, procedure and methodologies. It is a question asked before decisions are made: *does this add or detract from Kleos being a safe, caring inclusive and accepting school?*

Kleos Open Learning (DL)'s commitment to providing a supportive and safe environment must be one that changes to meet the needs of students, respects differences, and provides opportunities for all students to succeed. Learning and working environments must be free of negative factor such as abuse, bullying, harassment, discrimination, intimidation, hateful words and actions, and physical violence in any form. They must also be sensitive to the diversity, cultural and special needs of individual students. They must clearly demonstrate respect for social justice and human rights, and promote the values needed to develop responsible members of a democratic society.

Kleos Open Learning (DL) is focused on developing healthy and respectful relationships between students and adults within our school, between students, and between each student and their personal community. Our learning community must be safe and caring. Students, their families, staff and community members have the right to expect Kleos to be safe and free from violence in all forms (physical, emotional, and verbal).

Kleos Open Learning (DL) will continue to focus on an inclusive culture based on respect, which is reflected in our policies, procedures and guidelines. We believe students need to be taught to resolve conflict in non-violent ways in order to reduce and prevent violence. Dealing with inappropriate behaviors must be cooperative partnership between school and home, so that everyone communicates that violence is not acceptable and there will be consequences through progressive discipline.

Current Policies that broadly fall within this macro-policy include: Academic Discipline Policy, Academic Integrity Policy, Admission Policy, Discrimination Policy, Harassment and Bullying Prevention Policy, Appeal Policy, Child Abuse Policy, Confidentiality Policy, Criminal Records Check Policy, Faith-inclusive Education Policy, Group Activity Emergency Policy, Student Drug and Alcohol Policy, Student Transportation Policy, Suicide Ideation Policy.

School Completion Certificate Policy

PURPOSE: The School Completion (“Evergreen”) Certificate is intended to celebrate success in learning that is not recognized in a Certificate of Graduation (Dogwood Diploma).

It is used to recognize the accomplishments of students with special needs and an Individual Education Plan, who have met the goals of their education program, **other than graduation** (and not all students with special needs should be in an Evergreen Certificate Program.) **The Evergreen Certificate is not a graduation credential;** students who receive an Evergreen have not graduated. It is important that students and their parents clearly understand that the Evergreen represents the completion of personal learning goals but does not represent graduation.

Some students may be unable to meet graduation requirements due to their special needs. However, the decision to put a student in an Evergreen Program should not be made prior to Grade 10, and should include the informed consent of the student’s parent(s)/guardian(s).

All students of school age are entitled to an education program, whether or not that program leads to graduation. For students pursuing an Evergreen Certificate, their education program should enable them to meet their individual learning goals. Accordingly, they should have an Individual Education Plan (IEP) that indicates their personal education goals, how the goals will be achieved, and on-going monitoring and assessment to know when the goals have been met and an Evergreen Certificate should be issued. Parents and, wherever appropriate, the student are to be provided an opportunity to be consulted about the preparation of the IEP.

Student Second Language Exemption Policy

PURPOSE: A student may be exempt from second language programming in Grades 5-8 under specific circumstances outlined in this policy.

POLICY:

A student may be exempt from second language programming in Grades 5-8 if:

1. The student has been identified as having special needs or is receiving English Language Learner (ELL) services
2. AND the student is unable to demonstrate learning in relation to the expected learning outcomes of the second language course.*

*Not all students who have been identified as having special needs should be exempted. Students with a wide range of special needs could successfully participate in second language learning because of the focus on the communicative-experiential approach. Teachers may need to adapt instructional strategies as well as assessment and evaluation methods for some students. **Decisions to exempt a student from taking a second language should be made only after considering assessment information about the student's cognitive, sensory, or physical disabilities.**

PROCESS:

1. Requests for a second language exemption must be made in writing. Parents or Guardians must complete the **Second Language Exemption Form**, providing a detailed reason for their request.
2. Teachers must complete a section of the form, providing a reason for the decision to exempt a student from second language programming.
3. Once approved, the exemption must be recorded on the student's IEP and Learning Summary.
4. Each student's exemption must be reviewed by the school based team yearly.

Staff Communication Policy

PURPOSE: to outline how Kleos staff are expected to communicate and track communications

1. Kleos Open Learning (DL) teachers are required to contact their students and families weekly using a variety of methods (email, newsletter, phone, in-person).
2. Kleos staff members are **not** permitted to communicate with students via Social Media: Facebook, Instagram, Twitter, Snapchat etc.
3. CANVAS is the primary communication vehicle for Kleos Open Learning. CANVAS offers a variety of communication tools including announcements, messaging, discussions, calendars, wikis, and polls.
4. Gmail and Google Docs integration within CANVAS offers email and document sharing capabilities.
5. Gmail emails are labeled and nested for organization purposes, making it easy for the Principal and teacher to monitor electronic communication with parents/guardians.
6. Telephone contacts and in-person visits are tracked using the teacher Gmail calendars.

Substance Abuse Policy

UPDATED: October 10, 2018

PURPOSE: Kleos Open Learning (DL) is committed to the health and safety of its students and anyone attending at the School. The School recognizes that the use of drugs, tobacco, vapour products, alcohol, certain medications, and impairment generally can have serious effects on students and the learning environment. Accordingly, the School is committed to preventing substance use and impairment on School property, and at all times during school hours.

Scope of this Policy: This Policy applies to all students of the School.

The School strictly prohibits students from possessing, manufacturing, offering for sale, selling, distributing, consuming, or using drugs, tobacco, vapour products, or alcohol during school hours, whether on or off School property.

Students breaching this policy may be subject to discipline in accordance with the School's Code of Conduct.

1. Although students are learning in home environments or outside of traditional classrooms, students are expected to refrain from alcohol, drug, and tobacco and vapour products use during program delivery hours.
2. Students under the influence of drugs and alcohol or using tobacco and vapour products during program delivery hours will be reported to the school-based team and the student's parents/guardians.
3. At the first incident, the school-based team will meet with the family, including the student where appropriate, and outline a plan should this occur in the future.
4. Upon a third occurrence, the student will be expelled from the school.

Definitions

Drug(s): includes but is not limited to any substance which affects a person's physical or mental capacity or functioning, which causes a marked change in consciousness, or which has a physiological effect when ingested or otherwise introduced into the body, and includes both legal and illegal forms of such substances, but does not include medications taken pursuant to a valid prescription, and in accordance with a physician's directions.

Impaired or Impairment: a deterioration or diminishment of an individual's physiological ability, functioning, judgment, or condition, and includes but is not limited to being unable to function as that individual does under normal or usual conditions, or safely because of intoxication by any substance.

School Hours: means the hours of the day when the School is open to students whether or not classes are in session, or any time a student is away from the

School on a School organized trip, including but not limited to times when a student is not actively participating in activities or pursuits organized by the School but is otherwise away from their normal residence due to their involvement in the School organized trip.

School Property: includes but is not limited to all real or personal property, facilities, land, buildings, parking lots, equipment, and vehicles, whether owned, leased or used by the School and wherever located.

Substance Use Disorder: means a condition in which the recurrent use of alcohol, drugs, medication, or any other substance causes impairment of daily life, such as health problems, disability, and failure to meet responsibilities at work, school, or home, and includes the conditions classified as substance use disorders in the Diagnostic And Statistical Manual Of Mental Disorders, Fifth Edition, as amended.

Tobacco: means tobacco leaves or products produced from tobacco in any form or for any use.

Vapour Products: means a solid, liquid or gas that, on being heated, produces a vapour for use in an e-cigarette, regardless of whether the solid, liquid or gas contains nicotine.

Student Records Policy

PURPOSE: The purpose of this document is to define policy and to determine procedures for the collection of student information and its storage, use, disclosure, transfer and protection. Additionally, the policy will ensure that Kleos Open Learning is adhering to Ministry of Education requirements in accordance with the “Student Records: Requirements and Best Practice Guidelines – June 2012.”

POLICY:

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

Kleos Open Learning will:

- a. Ensure that the principal is responsible to oversee the records clerk for the establishment, security and maintenance of the Student Record and Student File (as defined in this policy) for each student enrolled or registered in the school according to the procedures defined in this policy.
- b. Only collect, use or disclose personal information with the consent of the individual student or legal guardian, unless otherwise authorized under PIPA.
- c. On or before collecting personal information, disclose to the individual student verbally or in writing the purposes for the collection of personal information.
- d. Only collect, use or disclose personal information for purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes disclosed by the school or are otherwise permitted under PIPA.
- e. Secure Student Records and Student Files with access within the school authority restricted to those individuals who, by the nature of their work, are required to have access to the information.
- f. Provide access to personal information about an individual student to the individual student (if capable of exercising PIPA rights), and to a parent or legal guardian of the individual student during school hours and under the supervision of the lead administrator or designate.
- g. Subject to legal requirements, ensure that personal information will be retained only for the period of time required to fulfill the purpose for which it was collected.
- h. Inform parents that concerns, complaints and questions about personal information handling policies and practices of the school authority may be directed to the school’s Privacy Officer by calling the school office.

Definitions and Student Record Components

1. Elements of the Student Record:
 - a. The Permanent Student Record (PSR), as defined in the Student’s Records Order (I 1/07):
 - i. Form 1704, PSB 048 (revised 1997) completed according to the Permanent Student Record Instructions that are effective at the time of completion; and
 - b. Student Progress Reports for the two most recent years or an official transcript of grades;

- i. All documents listed as inclusions on Form 1704 (see 2.b. below);
 - ii. Legal Residency Form, verifying the information about the student's parent/guardian, or the student (if an adult living alone) in respect of students eligible for funding;
 - iii. A copy of the student's current Student Learning Plan, if any; and
 - iv. A copy of the student's current Individual Education Plan (IEP), if any.
2. Permanent Student Record (Form 1704) Inclusions:
 - a. The following inclusions must be listed on Form 1704, including document date, title and expiry date or date rescinded (if applicable), and copies of the documents listed must be filed with the PSR:
 - i. Health Services information as indicated by the medical alert checkbox, such as diabetes, epilepsy, anaphylaxis producing allergies, and any other condition which may require emergency care;
 - ii. Court orders as indicated by the legal alert checkbox;
 - iii. Other legal documents, e.g. name change or immigration document;
 - iv. Support services information (e.g. psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities)
 - v. Current IEP and/or Case Management Plan (CMP) where applicable; and
 - vi. Notification of a student being home schooled.
 - b. The following inclusions may be listed on PSR Form 1704, including document date, title and expiry date or date rescinded (if applicable) and if listed, copies of the documents must be filed with the PSR:
 - i. Records of information which an educator deems relevant and important to the educational program of the student;
 - ii. Award information; and
 - iii. Standardized test scores (if deemed relevant and important to the educational program of the student).
 - iv. If the above optional inclusions are NOT listed on PSR Form 1704, then they may be included in the Student File (see section 2.c, viii below).
3. Student File:
 - a. Additional items must (see i below) or may (see ii – viii below) be included in the school's student records as part of the Student File. These items include:
 - i. Student eligibility information (required);
 - Legal name of child – a photocopy or scanned copy of birth certificate or similar legitimate identification document;
 - Official name(s) of parent(s) or guardian(s) with home and work contact information; and Verification that parent/guardian is legally admitted to Canada and a resident

- of BC (see Appendix I, Form A, used to collect this information);
- ii. Care Card number;
 - iii. Emergency contact numbers;
 - iv. Doctor's name and contact information; if available
 - v. Previous Student Progress Reports (other than the two most recent years required in the PSR);
 - vi. Serious discipline reports (e.g. copies of letters to parents/guardians regarding discipline matters and corrective actions taken);
 - vii. Reports of important meetings/discussions relating to the student; and
 - viii. Standardized test scores, records of information which an educator deems relevant and important to the educational program of the student, and award information IF NOT listed as inclusions on the PSR (see section 2.b. above).
4. Sensitive Student Information: This may include information which by its nature requires that school staff observe a high level of confidentiality. Examples include:
- a. Psychiatric reports;
 - b. Family assessments;
 - c. Referrals to or reports from school arranged counselling services; or
 - d. Record of a school-initiated report of alleged sexual or physical abuse made to a child protection social worker under section 14 of the Child, Family and Community Service Act.

Procedures

1. The principal or designate will be responsible for:
 - a. Updating the PSR Form 1704 as information changes and the student progresses through the system;
 - b. Ensuring that electronic copies of documents are stored on a server in a physically secure location. If information is accessed through the Internet, an encrypted connection (<https://>) must be established before authenticating. Access is restricted to those employees (such as designated records clerks, administration, teachers, and counsellors) who, by the nature of their work, are required to have access; and
 - c. Ensuring that the school authority takes necessary precautions to safeguard against deprecated or obsolete forms of storage. The electronic storage of PSRs and other personal information requires the school authority to have an adequate backup plan and recovery strategy for potential hardware failure and database corruption.
 - d. Student Record and Student File Retention:
 - i. Student Records – Active Students
 1. Student Records are locked in fireproof cabinets. Access is restricted to those employees (such as designated records

- clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.
2. The school authority protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks. Procedures for such protection are outlined in sections 5 and 6 below.
 3. The principal or designate will regularly review Student Records to ensure that the information is current and complies with legal requirements. Required inclusions must be listed on the PSR – see section 2.b. above.
- ii. Student Records – Inactive Students
 1. Unless another school requests a Student Record (see section 6 below), the school authority archives Student Records for 55 years after a student has withdrawn and not enrolled in another K-12 school, or graduated from the school.
 2. The archived Student Records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the principal or designate.
 3. The designated records clerk keeps a record of Student Records that are destroyed (shredded) after 55 years.
- e. Currency of Student Records
 - i. Student eligibility information (see Legal Residency Form) will be updated during student registration each year.
 - ii. As stated above, the principal or designate will regularly review Student Records and Student Files to ensure that the information is current and complies with legal requirements.
 - f. Security of Student Information Off Site
 - i. The principal is responsible for ensuring that personal information taken offsite is safely stored and that personal information is protected.
 - g. Handling of Sensitive Student Information
 - i. Access to Sensitive Student Information is restricted to the principal or a person or persons authorized by the principal to access such information defined in section 2.d. of this policy.
 - ii. The principal or designate will obtain parental consent (written, dated and signed) for the collection, use and disclosure of Sensitive Student Information, including psychiatric reports and family assessments, and will store these as highly confidential documents with restricted access.
 - iii. Sensitive Student Information will only be disclosed or transferred in accordance with the law.
 - iv. The principal is responsible for ensuring that school initiated reports under section 14 of the Child, Family and Community Service Act are retained only for the purpose of child protection proceedings and that information is not disclosed to third parties or transferred to

other schools. Such reports are strictly confidential and should only be stored where the principal or designate can access them.

Use of Student Personal Information

1. The school authority may use an individual student's personal information for the following purposes, assuming that the school has disclosed such purposes to the individual student verbally or in writing on or before collecting the personal information:
 - a. To communicate with the student and/or the student's parent/legal guardian, to process a student's application, and to provide a student with the educational services and co-curricular programs provided by the school authority.
 - b. To enable the authority to operate its administrative function, including payment of fees and maintenance of ancillary school programs such as parent voluntary groups and fundraising activities.
 - c. To provide specialized services in areas of health, psychological or legal support, or as adjunct information in delivering educational services that are in the best interests of the student.

Access to and Disclosure of Student Records

1. A student (capable of exercising PIPA rights) and a parent/legal guardian of a student is permitted (unless restricted by a court order) to:
 - a. Examine the Student Record and Student File kept by a school authority pertaining to that student, while accompanied by the lead administrator or designate to interpret the records; and
 - b. Receive a copy of any student record upon request. The school authority reserves the right to recover the direct cost of copying records.
2. An entitled person may access and verify personal information in the Student Record and Student File pertaining to the particular student with appropriate notice to the school administration. Access will be provided during published office hours.
 - a. Access to a Student Record or Student File will only be granted, upon assurance of confidentiality (with consent), to professionals who are planning for or delivering education, health, social, or other support services to that student. Consent will be obtained in writing, listing the name and date of birth of the student, the name and signature of the parent/guardian, and the date of the request.
 - b. Access to student records shall be granted, on a 'need to know' basis to others if the right to access is specified in an enactment of Canada or British Columbia. This includes:
 - i. access by the Ministry of Health Services, the Ministry of Social Services and other services as provided for by the **The Independent School Act and other Applicable Legislation**.
 - ii. access by law enforcement agencies in accordance with the *Freedom of Information and Protection of Privacy Act*;
 - iii. release to comply with a valid Court Order or Subpoena;

- c. The 'need to know' basis is to be strictly interpreted and authorized by the school principal with respect to student records located at the school, **School Authority** Specialist Staff (psychologists, speech and language pathologists, etc.) with respect to assessment reports **and other approved** School Services, with respect to support services records kept by them.
- d. Other persons or agencies have access to student records with the consent of the student, parent or legal guardian, subject to the *Freedom of Information and Protection of Privacy Act*.
- e. Authority legal counsel may have access to student records upon the approval of the Director of Schools.
- f. When applicable, graduating students will be provided with interim and/or final transcripts for Grades 10, 11 and 12 courses when graduating, and upon future request of the graduate. Copies will be mailed directly to institutions of higher learning or as requested by the graduate. The school authority reserves the right to assess a reasonable fee for transcript requests.
- g. In the case of a request for personal student information from separated or divorced parents, the school authority will be guided by the legal custody agreement, a copy of which should be provided to the principal. In cases where the principal is unsure if the non-custodial parent is entitled to access personal student information, the school's legal counsel will be consulted for a recommendation.

Transfer of Student Records

1. 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, the school authority will transfer that student's PSR (including declared inclusions), the current Student Learning Plan (if any), and the current IEP (if any) to the requesting institution. The school authority will retain a copy of the PSR, indicating the school where the records have been sent and the date of the student record transfer.
2. If the requesting institution is outside British Columbia, a photocopy of the PSR will be sent (including declared inclusions), along with the current Student Learning Plan (if any), and the current IEP (if any).
3. Requests for a student's record from a public school require that the public school administration provide a copy of the PSR (including declared inclusions) and current Student Learning Plan (if applicable) and IEP (if applicable) to the independent school authority. The original PSR must be retained by the public school.
 - a. The school authority will only transfer sensitive, confidential information (e.g. psychiatric assessments) after dated and signed parent/guardian consent has been obtained.

- b. The school authority will not transfer a record of a Section 14 Child, Family and Community Service Act report of alleged sexual or physical abuse made to a child protection social worker.
- c. A summary of a former student's school progress may be provided to prospective employers, at the written request of a former student. The school authority reserves the right to assess a fee for this service.
- d. A Student Record will be reviewed when a student transfers. The principal or designate will ensure that the documents listed as inclusions are still required inclusions (e.g. not expired or rescinded) or still deemed to be relevant and important to the educational program of the student. Expired, rescinded, or irrelevant inclusions will be removed from the Student Record and the documents themselves will be shredded.

Student Transportation Policy

PURPOSE: to ensure student and staff safety during transportation

1. On occasion, it may be necessary for a Kleos staff member to transport a Kleos student as part of the student's learning program. Before a staff member may transport a student, the following procedures must be observed:
 - a. The staff member must provide a clean driver's abstract to the Kleos office administrator.
 - b. The staff member must provide proof of insurance for business purposes with a minimum coverage of \$2 million (unless the the Service Provider is employed by a company that has their own policy and liability in place).
 - c. The principal must approve the staff member as a driver for Kleos Open Learning (DL).
 - d. If the condition of the driver's abstract changes during the year (e.g., speeding tickets, DUI, etc.), it is the responsibility of the staff member to inform the principal of the same.
2. During transportation of a student, the staff member will drive in a defensive manner, scrupulously observing all rules of the road. Each person in the vehicle must properly use all safety devices (e.g., seat belts)
3. In case of an accident or other transportation-related incident while the staff member is transporting the student, Kleos Open Learning (DL) must be notified immediately, and a full report, including a copy of the police report, must be submitted.
4. Prior to a Kleos staff member transporting a student, an Outing permission form must be completed and signed by the student's parent or guardian.

Suicide Ideation Policy

PURPOSE: to offer staff direction in responding to students thinking about suicide

GUIDING PRINCIPLES

1. The safety and well-being of children and youth is the primary consideration.
2. When a student discloses suicidal thoughts or there is perceived risk for suicide or self-harm, exceptions to the normal requirements of confidentiality arise.
3. Information related to suicide risk should be shared with relevant professionals, caregivers and parents/guardians solely for the purpose of keeping the student at perceived risk alive and safe.
4. Collaboration – between Kleos staff, Child and Youth Mental Health and other professionals, parents/guardians, caregivers, significant peers and in most cases, the student – is the most effective way to prevent suicide.

Note: While clinical assessments and the development of treatment plans remain the responsibility of professional mental health practitioners, Kleos staff has a responsibility to take prompt and effective action when faced with a student at risk for harm, including self-harm and suicide.

The following information can be used as a guideline to:

1. Assist Kleos staff in determining the level of risk (i.e. low/medium vs. high/imminent) when a student has disclosed suicidal thoughts or there is perceived risk for suicide or self-harm.
2. Decide on the appropriate course of action based on the level of perceived risk.

SUICIDE INTERVENTION PROCESS

If a Kleos staff member or Service Provider encounters a situation in which a student appears to be contemplating suicide, the following 5 step process should be followed: stabilize the situation, assess the risk, use appropriate risk procedure, report, follow-up.

1. Stabilize the Situation

- a. Do not leave a potentially suicidal student alone. *(In the rare case that a staff member is in imminent danger, he/she shall exit to a safe area and immediately call 9-1-1 and follow directions. Complete a "Critical Incident Form," and inform the Principal as soon as possible.)*
- b. Converse with the student immediately to determine if s/he has any dangerous instruments (weapon, substance, or other instrument capable of inflicting harm) on or nearby his/her person. If the student will allow *and it's safe (and possible) to do so*, immediately remove any dangerous instruments from him/her and/or the environment. If you are not co-located with the student, attempt to contact an adult who is so co-located and have them support the student.
- c. Appear calm and remain with him/her until an appropriate adult arrives.

2. Assess the Risk

- a. Appear relaxed and speak calmly to the student to assess the risk of the student harming himself/herself.

- b. Listen intently to what the student is saying and avoid giving advice. Keep questions non-judgmental.
- c. Ask directly, “Are you thinking of suicide?” or “Are you thinking of killing yourself?” “How long have you felt this way?” “Have you ever felt this way before?” Adjust vocabulary for needs of student.
- d. Assess plan, means, time and intention: “Do you have a plan?” “Do you have what you’d need to carry out your plan?” “Do you know when you’d do it?” “Do you intend to commit suicide?” “Have you ever attempted suicide before?” (The more developed the plan, the higher risk for suicide).
- e. Explore options: “Who do you trust?” “Who can you talk to?” “What has helped you before when you’ve felt this way?” “Are you open talking to someone who is trained to help people who are feeling suicidal?” “Can we call the crisis line together?”
- f. Do not promise to keep a secret. Emphasize that you will support him/her to get the help s/he needs. To maintain trust, explain what you’re doing as you do it. When possible, do not surprise the student with his/her parents or emergency services, etc.
- g. Provide gentle, firm support, praise for asking for/accepting help, and hope. “You are not alone.” “I don’t know how you’re feeling right now, but I really care about you and want to help.” “I want you to live.” “It may not feel like it right now, but this feeling will pass.”

Indicators of Low/Moderate Risk

- a. Recent crisis or loss
- b. Symptoms of depression (e.g. sleep and appetite disturbances, diminished concentration, loss of interest and energy, feelings of guilt or worthlessness)
- c. Infrequent, vague or no thoughts of suicide
- d. No specific plans for suicide
- e. No access to the means for suicide
- f. No known previous attempts
- g. Has some interpersonal support
- h. Evidence of hope or plans for the future
- i. Willing to accept help

Indicators of High/Imminent Risk

- a. Recent crisis or loss
- b. Symptoms of depression (e.g. sleep and appetite disturbances, diminished, concentration, loss of interest and energy, feelings of guilt or worthlessness)
- c. High level of agitation
- d. Delusions or hallucinations
- e. Substance abuse
- f. Specific and/or persistent thoughts of suicide
- g. Has a plan for suicide
- h. Has access to the means for suicide
- i. Known previous attempts

- j. Family history of suicide
- k. No interpersonal support
- l. Hopelessness
- m. Impulsive or reckless
- n. Change in mood or appearance
- o. Making final plans, giving away prized-possessions, saying good-bye
- p. Unwilling to seek or receive further help
- q. In general, males are at greater risk to die by suicide than females while females are more likely to attempt suicide

3. Take Appropriate Action

- a. If the student will not relinquish a dangerous instrument or suicide attempt is in progress and student will not stop and/or his/her life is in danger, use EXTREME RISK PROCEDURE.
- b. If the student is at high/imminent risk based on the indicators listed on page 2, use HIGH/IMMINENT RISK PROCEDURE.
- c. If the student is not in imminent danger of attempting suicide based on the indicators listed on page 2, use LOW/MODERATE RISK PROCEDURE.

EXTREME RISK PROCEDURE

- a. Call 9-1-1. (*In the rare case that a staff member is in imminent danger, s/he shall exit to a safe area and immediately call 9-1-1 and follow directions. Inform Principal as soon as possible*).
- b. Keep the student engaged in conversation and reassure him/her until emergency services arrive.
- c. After emergency services arrive, remain present to provide continuity and support. Follow the directions of emergency services.
- d. Principal shall contact the student's parents/guardians and inform them of what has happened and of the actions being taken. Do not leave the student until parents/guardians are present, informed, and able to support the student through treatment.

HIGH/IMMINENT RISK PROCEDURE

- a. Call the local crisis line or Child and Youth Mental Health Intake Worker. Calmly present details and follow directions.
- b. Principal shall contact the student's parents/guardians and inform them of what has happened and of the actions being taken. Assist them in making contact with an agency or resource person (Crisis Line, Child and Youth Mental Health, Counsellor and/or Family Physician) who can provide appropriate intervention. Do not leave the student until parents/guardians are present and informed and you are confident they will seek professional help.
- c. Establish a safety plan with the student and share with parents/guardians.

LOW/MODERATE RISK PROCEDURE

- a. Invite the student to talk and explore options.
- b. Do not leave the student alone until you've established a safety plan with the student.
- c. Inform parents/guardians and share safety plan. Assist them in making contact with an agency or resource person (Crisis Line, Child and Youth

Mental Health, Counsellor and/or Family Physician) who can provide appropriate intervention.

4. Report

- a. Principal (teacher? Case Manager?) shall inform staff and appropriate members of the child's support team (checking release of information sheet) of the basic facts and safety plan. Remember the Kleos confidentiality agreement.
- b. **If the parents/guardians AND student consent**, inform the student's close friends of basic facts and actions being taken so the student may receive peer support.
- c. Complete a critical incident report and submit a copy to the Principal for review.

5. Follow-Up

- a. Review Critical Incident Report after one-week, one-month, and one-year to determine the extent to which emergency or short-term procedures were completed effectively.
- b. Assess whether arrangements have been made for long-term clinical and/or support services.
- c. If neither short-term procedures nor long-term services were properly conducted or pursued, the Principal shall consult with the Administrative Team to determine appropriate action.
- d. Maintain contact with the student to communicate interest in his/her welfare and support of the long-term services being provided.
- e. Remain alert to the possibility of "copy-cat" suicide attempts by other students.
- f. Evaluate Steps 5 A - E.

Adapted from the following sources:

School District 43 Local Protocol Agreement: Suicide Prevention

MCFD Child and Youth Mental Health: Crisis Response and Safety

Central Vancouver Island Crisis Society: Applied Suicide Safety Intervention Training

Teacher Evaluation Policy

PURPOSE: to outline when/how/why teachers are evaluated each year

1. Teachers of Kleos Open Learning (DL) shall be evaluated annually - formally one year and informally the second year.
2. Evaluation will be based on the teacher's performance Planning, Delivering, Instructing, Assessing, and Reporting student learning.
3. Teachers will be evaluated using a rubric similar to the standard student evaluation, where '1' means 'Significantly below expected performance' and '4' means 'Exceeding expectations'.
4. Teachers shall be evaluated by the Principal and/or Director of Schools.
5. Evaluation recognizes strengths, identifies areas requiring further development, and proposes ways to support ongoing professional development.
6. The results of both formal and informal evaluations will be shared with the teacher and then placed in the appropriate teacher's school file.

Teachers Teaching Their Own Children Policy

PURPOSE: to ensure the quality and high standards of all teachers, regardless of caseload

1. Teachers at Kleos Open Learning (DL) are educational professionals.
2. There is no distinction made between those educational professionals who teach their own children and those educational professionals who teach children from other families.
3. Teachers who instruct their own children are subject to the same planning, delivering, instructing, assessing, and reporting expectations and guidelines as teachers who do not teach their own children.
4. Kleos teachers teaching their own children must also teach other students.

Testing Lead Content in Drinking Water Policy

PURPOSE: Student health and safety is a concern shared by all parties in the K-12 education system. This policy provides minimum requirements for testing lead content in drinking water of school facilities, reporting of the results, and mitigation strategies to eliminate or reduce any risks to students and staff. See Ministry of Education: [Testing Lead Content in Drinking Water](#).

PROCESS:

- Kleos Open Learning will test for lead content in drinking water in our school facilities every 3 years to ensure it meets provincial requirements established by the Ministry of Health, such as the Guidelines for Canadian Drinking Water Quality for lead. Kleos will take reasonable and prompt steps to resolve elevated lead levels that are outside established guidelines on any drinking water quality test results.
- Results will be sent to Interior Health for analysis.
- **The Kleos office has a potable water station and all staff and students are encouraged to access drinking water here.**

In the event that sample results reveal lead levels that exceed the maximum allowable AND potable water is not accessible, Kleos will follow the mitigation and communication strategies below:

MITIGATION STRATEGIES: If sample results reveal lead levels exceed concentration of 0.010 mg/L (based on maximum allowable concentration--[Guidelines for Canadian Drinking Water Quality](#) by Health Canada), Kleos Open Learning, in consultation with the appropriate Health Authority, will undertake mitigation strategies which may include:

- Flushing regimes
- Deactivation of water sources and supplemental signage
- Installation of filtration systems
- Plumbing upgrades
- Or other steps that result in reducing the exposure to lead to acceptable levels

COMMUNICATION STRATEGIES: In the event that testing finds drinking water concentrations of lead at or above the maximum acceptable level, Kleos Open Learning must:

- Immediately inform the Independent Schools Branch of the issue.
- Work collaboratively with the appropriate Health Authority to communicate the results of testing lead content in drinking water to parents, students and staff by describing the following:
 - b. rationale for testing lead in drinking water,
 - c. identify partnership with the Health Authority to work toward a solution,
 - d. state results of sampling,
 - e. identify mitigation strategies implemented or being consider by the authority, and

- f. provide contact information for the authority and the Regional Health Authority for parents, students and staff to request further information.

Transition Planning Policy

PURPOSE: To assist students and parents/guardians through stages of transition: from intermediate school to high school; and beyond high school graduation

1. All Kleos students in grades 7-12 will participate in transition planning activities to address learning challenges and opportunities, set and measure goals, develop skills, prepare for graduation, and prepare for post-graduation, as part of their Student Learning Plan (SLP).
2. The transition needs of students will differ, so transition planning may look different depending on the unique needs and interests of the student.
3. Kleos administrators and the Transition Coordinator will assist students, parents, and teachers with transitions throughout the learner's school life
4. All Kleos students in grades 8-12 are required to track their transition progress in a shareable format in Xello. In rare cases, for example students with reading/writing and/or comprehension levels below grade 4, this requirement may be omitted.
5. Grade 8 & 9 teachers will incorporate transition planning activities as part of a student's Health and Career Education course.
6. For students with an IEP, transition planning is incorporated as a goal area on the IEP.

Unpaid Work Experience Policy

PURPOSE: to offer students safe, practical work experience opportunities

1. The Work Experience course provides students with an opportunity to gain experience in a field they wish to pursue post-grad.
2. The Work Experience program involves preparation for the work experience, support during the work experience placement, and reflection after the work placement.
3. Completion of the Workplace Safety and Job Standards units in Career Life Education and Career Life Connections is required prior to commencement of a work placement.
4. Kleos Administrators arrange the work site placement. Teachers, students, and families can request potential work site placements, but all communication about the placement is managed by a Kleos administrator.
5. A Kleos designate visits the workplace for an on-site inspection to record general observations about the employment work site, and to identify potential safety risks.
6. Students and families are required to attend an orientation meeting with the Work Experience teacher to review safety procedures, and to understand all of the potential risks that are involved with a work experience placement in general, and with the specific work site.
7. Refusal of Unsafe Work is reviewed with students prior to a work site placement
8. The work site employer must clearly outline the student's work schedule, and any changes to the schedule must be approved by a Kleos administrator.
9. Any changes to the student's work schedule will have to be documented and signed by all participating parties (Kleos administrator, student, parent, and work site employer)
10. The Work Experience Unpaid Placement Agreement outlines the terms and conditions of the work placement, and is signed by all participating parties.
11. The work site employer evaluates the student's performance, and sends evaluations directly to the Work Experience teacher as requested by the teacher.

High School Student Course Withdrawal Policy

PURPOSE: A student may withdraw from a Kleos course.

POLICY: A “W” may be granted by the principal or vice principal upon the request of a parent or, when appropriate, a student. Withdrawal will be allowed until two-thirds of the way through the course and will result in a “W” on the transcript. Check the school calendar for withdrawal deadlines.

PROCESS:

1. Requests for a withdrawal must be made in writing. The Student Withdrawal Application form must be completed, providing a description of the reason for the requesting a withdrawal from the course. The form must be signed by the parent or guardian, teacher, and administrator approving the request.
2. Once approved, a ‘W’ will appear on the student’s transcript.